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UNIVERSAL EDUCATION
THE SAFETY OF A REPUBLIC

VOL. XXIX.

ST. LOUIS, MO., OCTOBER, 1896.

No. 10

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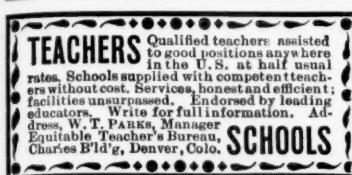
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In every great epoch of history a great man stands out as the impersonation of the principle which constitutes the life-breath of the epoch. From the first the great principle of Imperialism was the real impelling force in the Roman Republic. The more this principle emerged into concrete modes of organizing power the more hopelessly inadequate the existing outer form could not but prove to be. And as old forms crumbled into dust the new living spirit was made flesh and dwelt among men in the person of him who was cursed as the destroyer of the Republic or hailed as its savior, according as men saw only the outward tottering form or the inward vitalizing spirit.

Through succeeding centuries the still deeper principle of Personality unfolded irresistibly amid the fierce conflicts of savage Individualism and under the protection of haughty, self-confident Imperialism. With the gathering force of the new principle the forms alike of mere individual self-assertion and of mere outward kingly authority, were felt to fail hopelessly of meeting the new demands. And so again the World-

Soul was born anew as a living Son of Man who was reviled as the destroyer of divinely constituted institutions or hailed as the prophet of a higher dispensation, according as men saw only the forms consecrated by tradition, or discerned the living energy of the World-Soul as now again revealing in special ways its boundless power of self-renewing youth.

Yet the truth of inward Personality demands the actual form of outward personal Liberty.

The Roman Ideal of obedience to Law and the Christian Ideal of divine aspiration blend in the American Ideal of equality of Rights for all mankind. Into this noble form the World-Soul was to unfold itself in the New World. And yet once more the petty passions of men were to bring on the great Passion through which the Spirit of Truth must repeatedly pass in the course of its full self-realization.

Struggling to free itself from the contradiction in which it was again involved the World-Soul was born anew in the person of one who thus possessed the courage to proclaim that the ideal equality of Rights for all should be actual here and now—one, therefore, who was predestined to be hated as a despot by those who saw nothing else than vanishing vested interests; predestined also to be loved and honored as impersonating all that is noble and

CONTENTS.

	Page.
Editorial.	
Abraham Lincoln	5
New Report of the National Commissioner of Education	6
Current Topics in Education	7
Contributions.	
Too Much by Half	8
School Savings Banks in the U. S.	9
Education for Citizenship	10
Eugene Field Monument	11
Current Events.	
Situation at Constantinople	12
Count Lobanoff's Career	12
Dongola Captured	12
Our Distinguished Guests	13
The Dublin Convention	13
Examination.	
Questions used in Colorado	14
Talk with Teachers.	
About Children.—Some Solutions	17
Memorial Days.	
Autumn Song.—The Light-House Lamp	18
Little Nut People—Papa, be True to me...	19
Practical Methods.	
The Story of a River—Rainy Day Recesses	20
Lessons on Plants	21
For the Literature Class	22
Lessons in Vertical Writing	23
Practical Drawing	24
Correlating Fractions	25
Children's Corner.	
Honest Ways	26
Miscellaneous.	
Missouri State Association	27
Points of the Compass by the Watch	27
The Library	28
Literary Notes	29
Business	30

worthy in the great divine purpose of the Nation now redeemed.

Some such gleam of World-history must be caught by whoever reads attentively the poem on Abraham Lincoln, by Lyman Whitney Allen. (Published by G. P. Putnam's Sons.)

Dr. Allen sees the "Heart of Freedom" in "the fragrant meadows of Runnymede" and feels its pulsations in Concord and Lexington. He also sees two "Ships of Fate"—the Mayflower and the Slave-ship.

Fateful ships indeed! The one brings a vision of the Republic of God. The other stirs a dream of imperial might, in which there is absolute repudiation of the principle of equal Rights for all. The contradiction is vital and threatens to prove fatal. Yet the World-Soul cannot be finally defeated in its purpose. In the "Star of Sangamon" there gleamed sure prophecy of "the People's King," and Sumpter but proved the bugleblast that awoke the Soul of the Nation to the eternal duty cramming the passing hour.

The shout of response, the struggle, the night of suspense, the chastened mind divining the "Voice of Destiny" and gathering strength sufficient for "The Stroke of Justice" so

"That millioned manacles asunder broke,
And myriad properties
Became in one immortal moment,—
men"

—such is the swift course of events culminating in the new Dawn of Freedom.

"The shadows slowly lifted, and the Land
Grew glad, e'en though the blood of heroes veined
Her fair and sacred face;
For Right at last had risen to command,
And Justice had in her Republic gained
Her high and holy place."

The great work was done. Cancellation of the withering inner contradiction could not but end the desolating outward disunion. And both apotheosis and martyrdom were his by right who stood forth as the hour's impersonation of the eternal Soul of Truth.

Participating in that apotheosis and witnessing that martyrdom the re-united nation gives its solemn Pledge of History. The rhythm of the tread of "Our Soldiers" is still manifest—but only in the steady strokes of industry, all keeping time to the unbroken music of the Union.

"All quickened by Duty's ensanguined libation,
A Nation's new flower has bloomed from the clay;
The sweet asphodel of a fresh consecration,
Sprung out of the graves of the Blue and the Gray."

And so with a last prophetic glance at America as "the Land of Promise" the poem ends.

Of the general scope and character of the thought of the poem this brief interpretation may serve to give some hint. We believe the reader will agree with us that in Dr. Allen's work we have a worthy presentation of a noble theme nobly conceived.

—————
Last night I was startled by a meteor's sudden glow, and also awed by the incessant gleaming of the myriad suns strewn through limitless space. This morning I am charmed by the iridescent greens and purples dancing within the dome of a compound spider's web through which the morning breeze and the morning sunbeams are playing. So the turning of the world brings incessantly to view the splendors and the beauties unfolded through the ceaseless process of the live, divine Creator.

NEW REPORT OF THE NATIONAL COMMISSIONER OF EDUCATION.

The first volume of this Report for the year 1893-4 covers 1,061 pages, the paging of the second volume, as indicated in the table of contents, extending to some 1,200 pages additional. Dr. Harris's pithy introduction gives a birds-eye view of the whole Report, which is divided into three parts.

The first four chapters of Part I. (164 pp.) are devoted to tables of statistical information as to the public and private schools of America. Chapter V. (pp. 165-186) reviews the educational situation in Great Britain and Ireland. Chapter VI (pp. 187-202) is devoted to Education in France. Another chapter is given to education in Central Europe, another to Public Instruction in Italy, and still another to Education in Russia.

Chapter X (pp. 425-468) gathers together a number of valuable papers discussing the various aspects of Psychology and representative of the Psychological Revival.

Chapters XI, XII and XIII reproduce in full the celebrated Report of the Committee of Fifteen, while in Chapter XIV, as supplementary to the Report of the Committee of Fifteen, are given Verbatim Reports of Recitations in Arithmetic and Language in the schools of Kansas City, Mo., these reports being furnished, of course, by Superintendent Greenwood.

We are glad to see reproduced in Chapter XV (pp. 617-638) an extremely valuable discussion of Educational Values, which first appeared in Dr. Harris's Report as Superintendent of the St. Louis schools for 1872-3. This discussion strengthens and elucidates some of the points of Dr. Harris's Report on the Correlation of Studies (Committee of Fifteen).

Chapter XVI consists of an extended paper by Rev. A. D. Mayo, LL. D., covering 100 closely printed pages, on the Public Schools during the Colonial and Revolutionary Period in the United States. The same writer also furnishes the next chapter on Robert Charles Winthrop and the Peabody Education Fund for the South.

Part II. of the Report is devoted to the following topics: Agriculture and Mechanical Colleges; Geology in the Colleges and Universities of the United States; The Rise and Progress of Manual Training (this chapter being furnished by Dr. C. M. Woodward, Director of the St. Louis Manual Training School); University Extension; Professional Education, and Education of the Colored Race.

The mere enumeration of the subjects discussed in this volume will serve to indicate the immense sweep of interests it includes; and the fact that each topic is discussed by a known specialist is a guarantee of quality and value throughout. In such vast storehouse of facts gathered and correlated by trained statisticians, and accompanied with varied discussions by thinkers of conspicuous ability, no one interested in education, whatever his own special field, can fail to find fresh and profitable matter for consideration.

The cheapest—and nastiest—thing in the market is a sneer. In the market, yet never sold. It is always given away. Given without the asking—thrust upon you, as it were.

Yet sneers are not such light things as they seem. Strong men are often disconcerted, crushed by them. Or is it that suffocation sets in, as from a sudden overpowering stench?

"CURRENT TOPICS" IN EDUCATION.

The "leitmotiv"—the prevailing theme and "fundamental tone"—of latter-day educational reform, is to be found in the charmed word: *Interest*. The difference between the "stupid" child and the "bright" child is not so much quantitative as qualitative. The so-called dull boy or girl is merely a boy or girl who is not understood by the teacher. The teacher fails to appeal to the child in a way to awaken his interest—fails to put before him such things as his native endowment best fits him to comprehend. On the contrary the teacher ignorantly assumes one pattern for all minds and hence proceeds upon the basis of the further false assumption that one and the same set of appliances will serve equally well the educational needs of each and every case.

We are assured that nothing could be more violently in contradiction with the facts than are these assumptions and nothing more deadly than the practice based upon them. The undeniable fact, plain to all but the hopelessly blind, is that individual minds differ radically from one another in point of native endowment. And the necessary corollary from this is that not until methods in education are radically reformed and adjusted to this undeniable fact of difference in native endowment of individual minds can education be any thing else than a halting, blundering process.

In all which there is a thread of truth; which thread of truth is: that in actual experience individual children are here and there found who are so far peculiar in their development, physiological and mental, that only by extraordinary media can thinking consciousness really be reached and

active interest really aroused on their part. Of such children the teacher is in duty bound to seek out the precise physical and mental state and to discover the means suited to stimulate them to reasonable mental effort as the one indispensable condition of positive mental growth.

All this every thinking teacher must recognize as incontrovertibly true. But the very simplicity and unequivocal nature of this truth renders it extremely easy for its enthusiastic advocates to turn it into a pedagogical heresy infinitely overbalancing in its evil results the pedagogical reform it is intended to express.

The gravest danger of all is to set up this simple truth in opposition to and as replacing the great fundamental principle of the essential unity of type of all minds—a principle assumed by all educators and in all educational systems since education began. Were there actually many types of mind there must arise a corresponding number of mutually exclusive sciences of psychology. And yet it is precisely in this age above all others that the absolute oneness of the science of psychology is emphasized; and this to the extent of introducing into this science the comparative method, and including the minds of the lower animals as being essentially of the same type as the human mind, and hence as presenting important clews to the better understanding of the human mind itself.

Thus in the newest phase of that science which underlies all educational theory we find strong confirmation of the fundamental principle of the unity in type of mind as such—a principle which has been assumed in all educational practice since the world began. On which basis we can best reaffirm, what has so often before been affirmed in this Journal, that

the very highest duty and core of all duties of the teacher is to find ways and means of securing the interest of the pupil in whatever pertains to the fundamental and symmetrical development of his mind—which development can only result in ever-increasing approximation of the individual mind to the essential, eternal type of mind as such.

It is not the duty of the teacher, and the teacher has no right, to find out what the actual present "interests"—i. e., in reality the individual whims—of the child are only that the educational process may be made to bend to such crude child-interest. The teacher ought never to descend to the child save for the purpose of aiding the child to ascend to and above the level of the teacher. The province of the teacher is to lead the pupil away from trivialities to whatever is of abiding interest. The business of the teacher is Education, not mere Instruction—least of all entertainment.

And what occupies public attention for the passing hour, if not trivial, is at best, for the most part, of no more than merely transient significance. Whence we cannot escape the conclusion that our eagerness to render the process of education an interesting process is betraying us into an exceedingly dangerous experiment when it brings us to introduce into the school-room those fragments from the whirlwind of passing events called "Current Topics."

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A work of art is first of all a cry of joy, a shout of triumph announcing the discovery of the universal and eternal in concrete, living, conscious form. It is secondly at once a cry of recognition and a call for recognition—the supreme form of the rhythm of fellowship and divine communion of mind with mind.



TOO MUCH BY HALF.

BY EDWIN N. ANDREWS.

Too much of what? Worry. Too much worry by that young teacher just beginning her first term of school!

She is ambitious and conscientious. Yes, too much so. I speak from experience.

When I first began teaching, it was impossible to sleep nights. If there was the least approach of the shadow of slumber, the classes would arise before me like the Ghost of Banquo, nor would they down. The school-room, like a whirling kaleidoscope, or moving panorama, would pass before my troubled vision. And if any unfortunate incident had taken place during the day, it would reappear from some corner of the darkness like imps from the pit.

It was not enough to carry that school by day, my poor spirit must bear it all night. It is a literal fact, that for as much as three weeks I did not get a half hour's sleep at a time.

It was a continued nightmare, fearful to recall.

Hence the writer has great sympathy for those who are in a similar and morbidly nervous state.

It is a diseased, or at least an abnormal state such as unfit one for the position.

And yet, we can conceive of the young teacher giving up to feeling and dropping the school. In many cases this would be a very unfortunate step. It would lessen one's confidence in himself, and that of others.

The first week is the tug of war. Hold on, dear fellow worker, just

a little longer. You have yourself as well as the school to conquer.

There comes to mind one who is at this moment passing through the ordeal. She has been to the Normal, has come 300 miles, a young lady, earnest, accomplished, Christian.

This is her first attempt at teaching a real bona fide school, i. e., a school of flesh and bones.

She is thrown into a room with 60 pupils, right after the long summer vacation.

There is a wildness in the flock that seems untamable, then there's a wideness in the love and fidelity of the teacher.

The "things" do not go or do as she had fondly dreamed; far from it.

After four days' trial she says to herself, I am not fit for a teacher. I will give it up.

The experience is almost crushing. Will she have the grit as well as grace, to hold on and hold out?

She is homesick. No wonder. That is a battle to be fought out. Is it in vain we tell her that there is human kindness here as well as at home?

Will advice and theory avail, or the medicine of sympathy offered by dear friends, in such a case?

The result is uncertain. But it is certain that hundreds have had a similar experience.

It is the very Gethsemane of a teacher when experienced. But do not all souls have their Gethsemans? And it may be for the strength and refinement of the great and noble soul, the very test needed for the best preparation for the best work.

"He teaches best
Who feels the hearts of all men in
his breast,
And knows their strength or weak-
ness through his own."
Peshtigo, Wis.

SCHOOL SAVINGS BANKS IN THE UNITED STATES.

BY J. H. THIRY, LONG ISLAND CITY, N. Y.

As we look back over the ten years of the practical working of the school savings bank system in some of the schools of our country, we see plainly that much progress has been made throughout the field embraced in the circle where it was introduced. It seems a wonder that the ranks of those early apostles of the system who are numbered among those whose devotion to the profession of teaching is as earnest as any has not been more enlarged and that the importance of a subject of which the virtues and power must be more and more recognized in time has failed to awaken such interest as might have been expected. It would seem that our leaders in educational lines are holding themselves in reserve for the time when there will be nothing left to improve in school methods; when the whole educational field will have been exhausted and no other harvest is to be gathered. Then, perhaps, they may take up the idea of the school savings bank system and properly promote its usefulness. The result of the experiment which has already been made cannot be set forth as yet with any desirable amount of precision. The figures which we give in the general table are facts, which, perhaps later on, in connection with other facts, may be made to indicate a gratifying development.

The true citizen of the future does not want to live on charity nor gratuities, but desires opportunity to fight fairly and worthily the battle of life—To enlarge the opportunity of the masses without doing injustice to any is worthy of the thought of the noblest and best minds, and this the school savings

bank system endeavors in a measure to accomplish. Whatever good comes to the children from its practical lessons of thrift and economy, a greater good will come to that larger community which represents the State and its potentialities and it may yield the world a better service than the friends of the schools at this moment possibly realize. The magnanimous men and noble women who co-operate in this good work are helping to usher in better conditions for the human family and are contributing largely to the solution of great social questions which the generations past have left unsolved, and which have brought to the brink of despondency a very large number of men and women who now drift hopelessly into our too numerous institutions of charities and corrections.

The experiment of the school savings bank inaugurated in our country eleven years ago has been watched with deep solicitude by patriots and philanthropists throughout the United States who are acquainted with the system and recognize in its operation a potential agency of social reform. It may be added that the fullest measure of success can only come through the united efforts of those in whose hands lies the education of the citizens of the future. If these do their duty in the matter, later on they and their pupils will rejoice in the day of prosperity and be able to face with patience and fortitude the manifold trials of adversity which come sooner or later into the lot of every man. The aim of school savings banks is not so much to secure the blessing of possessing large amounts of money as for the solution of some of those economic questions which operate in the interest of individual independence, liberty and humanity. Let me say, in passing, that wealth in the hands of worthy

men becomes a blessing for all. This is abundantly proven by what is exemplified by a great many American philanthropists who willed part of their fortunes for educational and charitable institutions. Our country is endowed with practically unlimited resources, and we ought to rejoice to see wealth in the hands of those who obtain it honestly and use it worthily.

Through the medium of our system of education every community tries to build the character of coming citizens and equip them with the requisite weapons to combat the evil influences that seem to be increasing in all the pores of the social body. It is averred that reforms often possess value aside from the precise ends which provoked their creation. This truth is justified by the influence of the school savings bank system. The idea was received at first by many with acclamation and with suspicion by some others. These last advanced the theory that the practical lessons of thrift and economy to children will make them miserly, avaricious. In answer to this, we had to tell them that we teach geometry and algebra not to make precise mathematicians, but to develop the reasoning powers. Gymnastics are popular, not for the sake of their acrobatic merit, but on account of their hygienic effect. Military drill does not look to making soldiers of the scholars where it is practiced, but to bring children to a condition of constant mental and physical alertness and of obedience to superiors. The art of reading is intended rather to develop mental activity than to give knowledge. We consider that there is merit in the school savings bank system apart from its intended end and the contingent influence is a purely reformatory one. It seeks to place the child of poor parents on the same social

level with those of rich parents. It seeks also to habituate the child to the practice of the social law of self-government and to awaken in him the sentiment of charity toward his fellows. When one witnesses the collection of the savings of the children on Monday morning he is bound to note that the soul, the spirit which animates the little depositors is in the system rather than in the money. The mental and moral result incident to the system counts for more than the material consequences to the children.

Looking back, in conclusion, over the past years and comparing my earliest utterances with those of recent date, I declare, without vanity, first, that I have acted consistently with my conviction of its value in inaugurating the movement, and that I stand to-day where I stood at the beginning, firmly persuaded of its power for good; and, second, that I was unconsciously prophetic in my judgment of the utility of the system. During eleven years of missionary work among educators and the public, preaching and advocating the cause of school savings banks, although I have sacrificed many personal enjoyments and rest so necessary to those who have, as myself, reached the age of three score and fourteen, I have met occasionally with great personal satisfactions, and if I have added my mite to upholding the character of rising generations of Americans I consider myself sufficiently repaid.

All honor to those school officials, editors, clergymen of all creeds and numerous philanthropists and reformers who have so wisely, patriotically and worthily co-operated in the good work, not for self-satisfaction solely, but for the good of the children and, better still, for the community in general. I will gladly, as during the

past ten years, answer any question relative to the school savings bank system.

I close this contribution by addressing a few words to the boys and girls for whose sake all these are toiling and praying, for whose lives we anxiously anticipate the best fruits of the system. To them I would say: Work, be strong, be proud, be independent, be sober. Despise small vexations attributable to your age. Prove yourself worthy of confidence, respect and honor. Learn to give without hesitation; to lose without regret; to acquire without cowardice and to keep the hope of another life. It is there that your highest, greatest, truest reward awaits you.

With my best wishes for the welfare of all those who have contributed to the promotion of the school savings bank system, I remain to the end their collaborer and friend.

The pleasure of the pessimist is to assure you there is no pleasure. The liar tells you there is no truth—and expects you to believe him. The hypocrite bewails the "universal lack of sincerity"—and is offended if you ask for evidence of his good faith. "Life is not worth living," wails the sentimental— and forgets to commit suicide!

Four Vancouver, B. C., Christian Endeavor societies furnish the rent, fuel and light, and a majority of the workers for a Chinese mission. Besides this they conduct most of the services.

The man likeliest to become hopelessly soured is the one who insists most upon the following his own "sweet will."

Ah! believe me, the utmost tragedy of life is, not in suffering the cross, but escaping it. To die upon a cross for an ideal is divine; to forget the ideal and live is infamy indeed.—Rev. W. J. Dawson.

EDUCATION FOR CITIZENSHIP.

BY MRS. A. J. PEAVY,
State Superintendent of Colorado.

Whatever the philosophy of pedagogy as to the method of study in the schools, the State has a right to insist that in the schools which are under its care the curriculum shall be directed chiefly to the making of good citizens—men and women who shall be intelligently loyal to its highest interest. The child from the beginning should be taught, not only the rudiments of learning, but the rudiments of patriotism. The kindergarten is amply qualified by its methods to create such a love for one's country. It is an important thing for the child to realize that all this country in its physical aspects is, in a certain sense, his own possession. The mountains will seem to have a nobler grandeur, the rivers and lakes will appear more glorious, and the plains and prairies more extensive, and the valleys more lovely, if the child is taught to feel from the beginning of his study of geography that all these are a part of his own native land. Much, too, of the task-like nature of his study will be avoided if he is thus introduced to the physical features of his country. Along with the study of geography should go the study of the history of our country. It is the story of the past that gives us lessons for the present.

By the time a pupil is ready for the high school he should know with exactness the legislative, judicial and executive functions in his own State, when and how elections are conducted and what offices are under appointment, and what the tenure of office is. If such a pupil lives in a city, he should know what relation the municipality bears to the State, and if he lives in a town he should know what its general relations are to the State. By the time a pupil leaves the high school he should have a general acquaintance with the national government. He should know the principal features of the constitution and the laws relating to the three great functions of government, and have a fair acquaintance with our foreign relations. I know that most of these

things are taught in our public schools, but I fear they are regarded as scholastic studies and the pupil is not sufficiently impressed with the fact of their practical utility and their necessity as a means of promoting and preserving an intelligent citizenship. This point needs to be especially emphasized if we would produce good citizens in our schools and not mere politicians. If the truth were known I am sure that we should find that the larger part of the present corruption in politics springs from the advantage which designing men take of the ignorance of the people in regard to what ought to be well known facts and principles of government. In many of our States, and very many of our municipalities, the whole government is in the hands of one man, who is known, not indeed by the name of "king," but by the more vulgar name of "boss."

There is not a more arbitrary and despotic sovereign in the world than the man who holds our political conventions in the hollow of his hand. Now, why are the people of this country under such authority? If we get at the bottom facts we shall find it, as I have said, in the voluntary ignorance of the people concerning their rights, and still more concerning their duties, as citizens.

No school fulfills the purpose of its education unless it produces a co-ordinate development of feeling, intellect and will. It is not enough that a man should know what is right; he must, in addition to that knowledge, have an inner sense of that rightness which will make it attractive and lovable, and he must also have a will and determination to put it into active exercise in spite of any obstacles that may present themselves. I reckon this development of feeling and will as the result of moral and spiritual discipline and I hold that the State has a right to expect this kind of discipline from the public schools because its own integrity and perpetuity depend upon the character of its citizens. In the first place the school inculcates obedience to rightful authority. The pupil in the beginning comes under masters who must be implicitly obeyed. The rule may be and ought to be gentle, benign and loving, but it must be inex-

orable. No insubordination can be allowed—the law must in every instance be enforced. This is, perhaps, the highest function of the school. If nothing else were learned in the whole curriculum it would not be waste of time for any pupil if he only acquired the notion that authority was not a thing to be set aside by individual will. This is education for the highest and best citizenship, and any pupil who learns what it is to submit to authority without cringing before it or fearing it, will be able to enter upon the duties of citizenship with a preparation which will carry him on to the best possible attainments of a citizen. The State will have in such a man the best supporter of her interests, the largest benefactor in the things which will give stability and strength. Next to the inculcation of this idea of obedience to rightful authority will be the inculcation of those ideas which lead to a just estimate and full appreciation of the benefits of freedom. The public school is, of all places in the world, the best promoter of democratic principles. Merit alone takes precedence in a well governed school. The function of the school is to teach that the truth alone makes men free. If it do not teach this, then it has no call to exist.

I only wish to add in closing that if the State would have good citizens it must insist upon a thorough education for citizenship, and it must not be niggardly in providing the means for this. The last expense to be cut down is not the salary of its high officials and the emoluments of its public contractors, but the wages of its public school teachers. Here, if anywhere, the State is justified in large and munificent expenditure, only it should demand the best service at the hands of its employees. We have pretty nearly eliminated religion from our public school, but we are far from having eliminated politics, which is ten thousand times worse for its best interests. So long as we suffer politics to invade our schools, through the election of school directors and other officials on the ground of their political pulls, we shall never have that high and faithful service which is essential to success.—Colorado School Journal.

EUGENE FIELD MONUMENT.

"Field Day" for the Public Schools. To the Teachers of Missouri: There is a movement in Missouri on the part of the friends and admirers of the late Eugene Field, the children's poet, to erect on the campus of our State University a monument to his memory.

A Monument Association has been formed with W. O. L. Jewitt, of Sheldina, as President, and J. West Goodwin, of Sedalia, as Secretary.

To extend and foster the generous sentiment which finds expression in this movement, I request that Wednesday, November 4, 1896, be recognized as "Field Day" in the schools of the State by appropriate commemorative exercises, and that you give opportunity for voluntary contributions to assist in erecting a suitable marble shaft in honor of the dead Missourian.

All moneys so collected may be sent to the Secretary, J. West Goodwin, Sedalia, and acknowledgment through the press will be made as to the amounts contributed by each district, town, city, or school.

Very respectfully,
JOHN R. KIRK,
State Superintendent of Schools.
Jefferson City, Mo., Sept. 17, 1896.

Under the direction of Prof. Halsey C. Ives the St. Louis School of Fine Arts is steadily expanding its field and perfecting its means of usefulness. Its calendar for 1896-1897 presents a full and varied course for both day and evening classes. Besides the work of skilled instructors the school presents the attraction of a rare collection of casts of the most important works of sculpture in all epochs as well as paintings and gravings of great value. Those seeking an art education should correspond with Prof. Ives.

The Sedalia School Board have lately equipped their High School laboratories for Physics, Chemistry, and Biology after the latest pattern and at an expense of \$1,500.00. They have also employed as teacher of Biology, Mr. J. M. Roberts who has recently taken a year's special work in the University of Chicago.

•• Current Events ••

SITUATION AT CONSTANTINOPLE.

Sedition, treason, arson, murder, plunder, pestilence and horrid discord reign triumphant at Constantinople. It is feared that another butchery is about to begin. The disorders and dissensions throughout the empire are too formidable for the disorganized forces of the Government to suppress. The Turkish treasury is empty and the soldiers are in revolt against their officers, and the officers are resigning because they cannot draw their pay. Pandemonium has been turned loose. In Stamboul the Turkish officers have posted placards demanding their pay and threatening to help themselves if their demands are not heeded. Bankruptcy makes it impossible for the Government to comply. Revolutionary fires are ablaze all over the empire and the bewildered Czar is helpless to extinguish them. Talk of dethroning Abdul Hamid is again heard. In Germany and in England public sentiment is ripe for such a drastic measure. Mr. Henry Asquith, formerly Secretary of State in the Home Department under Mr. Gladstone, and also under Lord Rosebery, has addressed a letter to the London Chronicle in which he urges the deposition of the Czar and declares that the time has come when Great Britain should refuse to hold further terms with a Government which has become a mere instrument for executing the purposes of a will either criminal or insane. These are brave words from a high source. Mr. Gladstone has also published a letter severely condemning the six powers for the use they have made of remonstrances in the past year and declares that they have been potent for mischief. He says that the impunity guaranteed the Sultan by the discussions of the powers supplied wholesale and deliberate murder with the only assistance it wanted. The Daily News, the organ of the English Liberals, commenting editorially upon Mr. Gladstone's letter, says: "The first necessity of European peace is the deposition of the Sultan." Throughout Great Britain the people are holding mass meetings demanding the dethronement of the brutal and infamous ruler of Turkey. With one voice civilized men are clamoring for the cessation of the horrors which daily shock the consciences of human beings. Shall we not join in

this loud and angry cry against delay and procrastination? It looks sometimes as if the heart of humanity had been hardened and deadened so that it can no longer feel a brother's woes.

COUNT LOBANOFF'S CAREER.

The death of Count Lobanoff, Minister of Foreign Affairs in Russia, was a severe blow to Russian aggressiveness, but nothing long retards Russia's ambitious march. Count Lobanoff had been in office but about eighteen months. When M. de Giers, his predecessor, died, there was much uneasiness in Germany over the appointment of Count Lobanoff. His well-known friendship for France caused Emperor William great anxiety, and at first he resisted the appointment of Lobanoff. But the Czar refused to permit Germany to dictate Russian policy. After his appointment the Russian displayed great ability in conducting his great office. His first great triumph was in the far East. He compelled Japan, by the aid of Germany and France, to give up the Liao-Tung Province, taken from China, and came out of the negotiations master of the Chinese Empire. By skillfully managing the indemnity exacted from China by Japan, Russia takes control of China's fiscal policy for the next thirty years. The fruits of Japan's victory dropped into Russia's capacious lap. China has granted Russia the privilege of extending her Trans-siberian railway to Port Arthur across Chinese territory. Russia has even become practical dictator in Corea, and Japan mourns.

DYNAMITERS CAPTURED.

A few days ago a great sensation was created in Europe by the arrest of four dynamiters. Edward Bell was captured at Glasgow, J. Wallace and John F. Kearney at Rotterdam, and P. J. P. Tynan (known as No. 1) at Boulogne. The London police claim to have positive proof that they have nipped in the bud a widespread plot to blow up Balmoral Palace, the Scotch home of Queen Victoria, during the approaching visit of the Czar of Russia. The arrested dynamiters are believed to have intimate relations with Russian Nihilists and Continental Anarchists. It is claimed that the plan was laid in this country, and that it was known to the officials of Scotland Yard (headquarters of the London police) before the dynamiters left this country.

A semi-official statement issued by the British Government says:

"Gradually and quietly a complete network was drawn around the plotters, and the fact being known that they were in intimate communication with Russian Nihilists in the United States enabled the police to pursue, investigate and discover what is believed to be absolute evidence that one of the most recent developments of the scheme aimed at was an outrage on the Czar on the occasion of his visit to England. The prime movers were Fenians in America, and when the plot had been carried as far as possible there, Tynan and their chief agents were dispatched to Europe to consummate the designs adopted."

Much mystery overhangs the whole affair. The friends of Tynan and Kearney say they are both in this country. The London Globe states that it has proof that the plot was exposed by an Irish prisoner recently released. He offered to expose the conspiracy on condition that he should regain his freedom. Many ridicule the theory of the London police, but all admit that a gang of desperadoes has been arrested.

DONGOLA CAPTURED.

The British Nile expedition has reached Dongola and that stronghold has fallen. The Dervishes massed at Kerma, on the Nile, fought the British advance with great bravery, but their fortifications and their guns were unequal to the defense. The British gun-boats moved up the river, carrying Maxim guns that poured a ceaseless rain of fire upon the Dervishes. The British land forces moved up the river on the east side and supported the gun-boats by constantly firing upon the enemy moving up on the west side. The Dervish fort was mercilessly bombarded from both the land and water forces and the enemy soon began to retreat, trying to take their boats with them, but were quickly overtaken. The Dervishes retreated to El Hafir, but the next day they were attacked with heavy loss.

The gun-boats in the meantime had pushed their way past the forts of El Hafir and were rapidly steaming up the river on their way to Dongola. The gun-boats arrived at Dongola and effected a landing without difficulty. The Dervishes at the last account were marching from El Hafir in the direction of Dongola, but were keeping at a distance from the river because of

the fire from the steamers. The fall of El Hafir demoralized the Dervishes and their retreat through the country is much hampered by the number of their wounded. Dongola will be held by the gunboats until the land forces arrive to co-operate with them. It is said that the river force would destroy all the food supplies stored in Dongola if the enemy should attempt to recapture the fort. The Dervishes have been outgeneraled and it is not thought they will make another stand. Dongola is an important trading post, the Capital of Nubia. It has about 7,000 inhabitants and is the center of the slave trade in that region. The expedition has so far been remarkably successful, and it will no doubt push forward until its work is accomplished. England's hold upon Egypt is greatly strengthened by the results of this capture. The stronger England's position in Egypt the easier it will be for her to make terms with Russia in regard to the future control of Constantinople.

OUR DISTINGUISHED GUESTS.

Just now this country is the cynosure of all eyes. Our great political campaign is attracting universal attention, and is inviting to our shores distinguished visitors from many lands. Four famous foreigners are now enjoying our hospitality, and we may be sure that they are taking notes of what we are saying and doing. These four visitors are Li Hung Chang, of China, virtually the Prime Minister of the Celestial Empire; M. Ribot, ex-Prime Minister of France; Mr. Joseph Chamberlain, British Colonial Secretary, and Theodor Barth, editor of *Die Nation*, an influential political paper, in Germany. These visitors represent more than half the population of the globe. They are not here on political errands, as the United States do not have any entangling alliance with European or Asiatic nations. No doubt Li Hung Chang's visit will have important results sooner or later. We have but a small share of China's foreign trade at present, but there is no good reason why this should be so. No doubt the main object of Prince Li's visit is to become better acquainted with our commercial and political methods. This wily Oriental is abundantly able to draw wise conclusions from the political discussions now so rife from one end of the country to the other. As to M. Ribot and Mr. Cham-

berlain, they are not at all strangers to American methods and American ideas. They both had the good sense to marry American wives, and are consequently more than half American. M. Ribot, during his Premiership, ruled France with great ability and wisdom. Since the death of Gambetta, France has not had a more capable political leader than M. Ribot. He is a genuine Republican, and has done as much as any living Frenchman to establish republicanism in France. He is a diligent student of American institutions. His influence in his own country has been most salutary, and has contributed much to the perpetuity and greatness of the French Republic. As for Mr. Chamberlain, he is almost a Yankee. His brilliant career in English politics is due in a large measure to his admiration for things American. His services in bringing about municipal reforms in the leading cities of England and Scotland are well known. He has succeeded in making Birmingham, his home city, the best governed city in the world. He has learned much from us and we, in turn, can learn much from him. He is without doubt the ablest statesman now in public life in Great Britain. His sincere friendship for America is one of the pledges that this country will never again have cause to go to war with the mother country. Editor Barth belongs to the progressive wing of the German Liberals. He is a man of great ability and learning, and is here to watch the political campaign. His paper, *Die Nation*, is a weekly, but it exerts a tremendous influence in German thought. Herr Barth is a member of the German Reichstag, and is a political leader of distinguished ability. His little paper is his right arm of power. It is almost as well known in this country as it is in Germany. These visitors among us are here as learners, and not as teachers, but they have lessons to give us if we are but wise enough to take them.

THE DUBLIN CONVENTION.

The Irish from all parts of the world have been holding a convention in Dublin. Great things were expected of the agreements to be had among the delegates, but unfortunately for Ireland the convention seems to have left things in about as bad a muddle as they were before. The three factions among the Irish Nationalists, headed by Dillon, Healy and Redmond, still exist, though each of the three leaders

profess to be willing to step down and out, and serve under a new leader, if one can be found. The dissensions continue as if no convention had been held. The hope of Home Rule is no nearer realization than if nothing had happened. The convention itself was a kind of lovefeast, but the spirit of personal animosity lay hid under fair speeches.

ART AND INDUSTRY.

Many people think that art and esthetic culture have no real practical value in every-day life, but anything that uplifts and gives higher ideals, making life brighter, happier and more enjoyable, is of the greatest real practical worth. The following from the New York School Journal shows how art and industry go hand in hand:

"St. Louis has long been famous for its highly developed public school system, which begins with the kindergarten and ends in a combination high-school and normal school of great excellence and thoroughness. Professor Woodward's Manual Training School, in connection with the Washington University, has served as a pioneer and a model; and the history of technical and practical instruction in the United States will accord a large chapter to this St. Louis institution. Professor Halsey S. Ives, who directed the Fine Arts Department of the World's Fair at Chicago, has for a number of years been the director of the Fine Arts Museum and Art School of St. Louis—which, like the Manual Training School, form a part of the Washington University. Professor Ives has not only promoted esthetic culture in general, but he has rendered great service to St. Louis by showing how art may profitably serve industry. For example, the making of stoves is one of the large manufacturing interests of St. Louis, and Professor Ives has been successful in showing the workmen and designers how to increase very greatly the beauty and value of their product by employing true principles of decorative art in their adornment of cast-iron stoves."

"Books to Burn!" No, never. C. M. Barnes, of Chicago, will dispose of any and all kinds of books you may have to spare, and at good prices, too. Write him.



QUESTIONS—COLORADO.

PHYSIOLOGY.

1. Name the organs of respiration.
2. State some bad results of rapid eating.
3. Describe the different effects produced by drinking a glass of milk or a glass of alcoholic drink.
4. Describe nerves; their uses.
5. What is meant by delirium tremens?
6. Name the five senses and the principal organs of each sense.
7. What are disease germs?
8. Describe the largest gland in the body.
9. Name the digestive fluids.
10. Describe lymph.

ANSWERS.

1. Nose, mouth, trachea, bronchials, lungs.
2. (a) Food is not properly mixed with the saliva. (b) Too much liquid is liable to be drunk and the gastric juice of the stomach diluted and weakened. (c) Sense of taste is impaired. The stomach is required to do more than its share of work, and dyspepsia often results.
3. A glass of milk furnishes food for the system, while alcoholic drink consumes and weakens it.
4. The nerves are composed of nerve fibers and nerve cells. The former are cords of white substance, the latter of grayish-red cells, forming nerve centers. There are two systems—the cerebro-spinal, having control of the animal functions, and the sympathetic system, which directs the digestion, circulation and respiration. The nerves receive sensations and direct the movements of the body and its various organs.
5. A violent excitement or insanity produced by the continued excessive use of alcoholic drinks.
6. Hearing, the ear; sight, the eye; smell, the nose; taste, the tongue; touch, the hand or the surface of the body.
7. A disease germ is a growth from

which certain diseases develop.

8. The liver is situated on the right side and upper part of the abdomen. It secretes the bile which aids in digesting the oily and fatty parts of food.
9. Saliva, gastric, bile, pancreatic, intestinal.
10. Lymph is a clear, colorless, fluid, consisting principally of the watery part of the blood, and circulates through all the organs not concerned in digestion. It is not required by the tissues, and is returned to the blood by the lymphatics.

HISTORY.

1. Give an account of two earlier English settlements in the United States.
2. Write a short biography of Roger Williams.
3. Give an account of General Braddock's defeat.
4. When, where and by whom was the declaration of independence written?
5. What was the treason of Arnold?
6. Give the principal events and results of the Mexican war.
7. What were the principal issues between the two leading political parties when Lincoln was elected?
8. Name ten illustrious men associated with Lincoln during his administration.
9. What has been the effect of the abolition of negro slavery?
10. Write a short history of Utah.

ANSWERS.

1. (a) Settlement at Jamestown, in 1607, by the London Company, with Captain Newport as leader. (b) Settlement by the Plymouth Company, at Plymouth, in 1620.
2. Roger Williams — Founder of Rhode Island; born in Wales, 1590, died 1683; was college trained, a clergyman, and noted in this country for his opposition to punishment for religious beliefs.
3. General Braddock commanded the first expedition against Fort Duquesne, in the French and Indian war. He marched his men in solid phalanx, and thus they became an easy mark for the Indians. They were defeated with great loss, and Braddock was fatally wounded.
4. By Thomas Jefferson, in Philadelphia. It was adopted July 4, 1776.
5. Benedict Arnold was placed in

command of the forces at West Point. He secretly entered into negotiations with the British general to surrender his army and the fort to the latter, on payment of a large sum of money and appointment to an official position in the British army. By appointment he met Major Andre, and had completed the negotiations, when the latter was captured and papers found in his boots revealing the entire transaction.

6. Palo Alto, Resaca de la Palma, Buen Vista, Vera Cruz, Mexico. The United States gained a vast territory and paid to Mexico \$15,500,000.

7. State rights and slavery.

8. William H. Seward, Edwin Stanton, S. P. Chase, Simon Cameron, Hugh McCulloch, Hannibal Hamlin, Andrew Johnson, U. S. Grant, Montgomery Blair, W. P. Fessenden.

9. Education of the negro; greater development of the South; a closer union of the North and the South.

10. Utah was formerly a part of the Mexican territory of Upper California, and was acquired by the United States in 1848, by the treaty of Gaudalupé Hidalgo. The first American settlement was made by the Mormons, in July, 1847. It was organized as a territory in September, 1850. Brigham Young was the first Governor. It became a State in 1896.

SCHOOL LAW.

1. When are school elections held?
2. Give a good reason for the school election being held at that time.
3. What do you understand by a legal notice?
4. Who are entitled to vote at an annual school election for officers?
5. When does the census year expire and begin?
6. What is meant by a special tax levy?
7. For what may it be used?
8. What is a joint school district?
9. Who determines the branches of study to be taught in school?
10. What is a registered warrant?

ANSWERS.

1. On the first Monday in May.
2. It is near the close of the school year.
3. A notice given as the law expressly directs, or as has been accepted for a long time under rulings of the courts.

4. Any person 21 years of age, and who has resided in the district thirty days.

5. Begins April 30, and expires April 29, following.

6. A tax levied for a special purpose upon the property of a single district.

7. For the purpose specified.

8. A joint district is one that is located in two or more adjoining counties.

9. The board of directors.

10. A warrant that has been presented for payment and endorsed "No Funds," and listed on the books of the county treasurer for subsequent payment.

GRAMMAR.

1. Write sentences containing the possessive plurals of servant, child, woman, thief, neighbor.

2. Write sentences in which "that" is used as a relative, as an adjective, as a conjunction.

3. What are declinable words?

4. Write the words of the feminine gender corresponding to executor, Jesse, nephew, earl, host.

5. Parse "If you would be happy, you must be active."

6. Write a sentence containing "to, too, two"—tell the part of speech of each.

7. Write a sentence containing an adjective phrase, also an adverbial, and indicate each.

8. Diagram:

"And our hearts, though stout and brave,

Still like muffled drums are beating Funeral marches to the grave."

9. Write a complex sentence.

10. Illustrate by sentences the proper use of the verbs rise, raise, set, sit.

ANSWERS.

1. They raised the servants' wages. Children's ideas should be respected. The women's screams were heard by all. They found the thieves' hiding place. We admired our neighbors' flowers.

2. The book that lies on the table is mine. That book is mine. He told me that you were lost.

3. Nouns and pronouns.

4. Executrix, Jessie, niece, countess, hostess.

5. If—a conjunction, subordinate and connects the two clauses. You—

personal pronoun. Declined: Singular, you, your or yours, you (plural the same). Second, singular, common noun, subject of would be. Would be—verb, from am or be, was being, been; irregular verb, intransitive, participial, past, second singular, to agree with its subject, you. Happy—adjective. Compared: Happy, happier, happiest; qualifying, positive, used as attribute complement. You—same as above, only it is the subject of must be. Must be—same as would be, only it is present tense. Active—same as happy, only it is compared—active, more active, most active.

6. The two (adjective) boys were too (adverb) lazy to do their part well.

7. It takes a man of courage (adjective) to go into battle (adverbial).

8. The diagram.

9. See first sentence under No. 2.

10. The balloon rises slowly. He raised the body carefully. Set the chair on the platform, and ask the lady to sit down.

THEORY AND PRACTICE.

1. What do you understand by instructing?

2. What should follow instructing?

3. Do you insist on verbatim recitations? Why?

4. How would you proceed to cultivate the imagination of your pupils?

5. How would you correct nervousness in a pupil?

6. What is your idea of the furnishing and decoration of the school room?

7. How do you open school in the morning?

8. What care do you take of pupils during recess?

9. What is your opinion of school exhibitions?

10. What is your idea of a school library?

ANSWERS.

1. To instruct is to impart knowledge or to direct the pupil how to acquire knowledge.

2. Study and recitation.

3. No. It sacrifices the thought in an effort to remember only words.

4. By the use of stories, descriptive of places, events, and natural phenomena, by drawings, working in clay and sand, etc.

5. It would depend somewhat on the pupil. Ask him to assist teacher; at first call on him to recite only easy les-

sons. Address him quietly and so as not to attract the attention of other pupils to him. Permit him to change his position frequently or to leave the room. Lead him to join in the games with the other pupils, or if inclined to sports, lead him into the less active games.

6. It should be provided with the best modern school furniture that the district can afford and made attractive with appropriate decorations, much of which should be furnished and arranged by the teacher and pupils.

7. Answers will vary. By reading a selection from the Bible or from some of the standard authors, singing, and by repeating the Lord's prayer.

8. Answers will vary. By talks at opportune time, I endeavor to have the pupils select such occupations at recess as will give them proper exercise, make them courteous to one another, avoid personal injury.

9. When properly directed I favor them.

10. It should contain reference books and such general reading matter carefully selected with reference to the needs of the pupils and parents as the district can afford.

ARITHMETIC.

1. Write decimalily 86 eagles, 3 dollars, 2 cents and 3 mills.

2. How many cords in a pile of wood 32 feet long, 4 feet wide, $3\frac{1}{2}$ feet high?

3. What must one buy 7 per cent stock for, to realize an income of 8 per cent on his investment?

4. If the diameter of the earth is 7,926 miles, what is the circumference?

5. The premium for insuring a house at four-fifths of its value at $1\frac{1}{4}$ per cent is \$120. What is the value of the house?

6. A, B and C formed a partnership to operate a dairy. A contributed \$500, B \$700 and C 24 cows. The first year they gained \$1,728, of which C received \$768. What were A's and B's gain and the average value of C's cows?

7. Define area, volume, cube, radius.

8. Write the table of avoidupois

weight.

9. Find the square root of 6,270,016.

10. What is the time of day if one-half of the time past midnight equals one-third of the time to noon?

ANSWERS.

1. \$863,023.
2. 3½ cords.
3. \$87.50 for \$100 of stock.
4. 24,910 (plus) miles.
5. \$12,000.
6. A's gain, \$400; B's, \$500; average value of C's cows, \$40.
7. Area is the extent of plane surface. Volume is the extent of space bounded by surfaces. Cube is a solid bounded by six equal square faces which meet at right angles. Radius is the shortest distance from the center of a circle to its circumference.
8. 16 drachms make one ounce, 16 ounces make one pound, 25 pounds make one quarter, 4 quarters (or 100 lbs.) make 100-weight.
9. 2,504.
10. 4:48 A. M.

CIVIL GOVERNMENT.

1. Define civil liberty.
2. What was secured by the first amendment to the Constitution?
3. What has been the influence of immigration—benefits and injuries?
4. What body has the power of impeachment?
5. What is the duty of a grand jury?
6. Name the State executive officers of Colorado with their titles.
7. How are the Territories governed?
8. Name the several courts in Colorado.
9. What is the content of Article XII. of the Constitution of the United States?
10. What was the occasion that prompted this amendment?

ANSWERS.

1. It is the political freedom which every person has the right to enjoy under any form of government.
2. Freedom of worship, of speech, of the press, and the right of petition.
3. Benefits—A rapid increase of population; furnished laboring classes; some wealth. Injuries—Too many are uneducated; many are hardened criminals.
4. The lower house of Congress.
5. To inquire if the evidence against a person charged with crime is sufficient to cause him to be brought before the court for trial; and to make such other inquiries or investigations as di-

rected to do by the presiding judge.

6. A. W. McIntire, Governor; J. L. Brush, Lieutenant Governor; A. B. McGaffey, Secretary of State; H. E. Mullix, Treasurer; C. C. Parks, Auditor; B. L. Carr, Attorney General; Mrs. A. J. Peavey, State Superintendent of Public Instruction.

7. By a Governor, appointed by the President of the United States. A Legislature elected by the people and a Supreme Court, the Judge or Judges being appointed by the President.

8. Supreme, Court of Appeals, district, county, justice and police.

9. It provides for the present method of electing the President and Vice-President.

10. A tie vote between Jefferson and Burr, in the Presidential election of 1800.

SCIENCE.

1. What is Natural History?
2. What is soil? Of what composed?
3. Name five useful rocks, and tell how used.
4. What is a glacier? Where found?
5. What proofs have we of heat in the interior of the earth?
6. How do fishes breathe?
7. What is an insect?
8. How many seed cells in an apple?
9. Name three carnivorous animals. Define carnivorous.
10. What animals besides bird lay eggs? What are they called?

ANSWERS.

1. Natural History is a description of animal, mineral and vegetable life, with the classification of each.
2. Soil is the upper stratum of the earth's crust, which contains the food for plant life. It is composed of mineral, gases, and decomposed animal and vegetable matter.
3. Sandstone and granite for building, limestone produces lime, marble for statuary, onyx for decorations.
4. An immense moving body of ice and snow, found in the polar regions.
5. Volcanoes, geysers, earthquakes.
6. Through the gills.
7. A jointed animal divided into three parts—head, thorax and abdomen; has six legs and not more than four wings. It breathes through small tubes in the body.
8. Five.

9. Lion, tiger, dog. Flesh-eating.
10. Frogs, fish, turtles. Oviparous.

GEOGRAPHY.

1. Describe a volcano and name two active ones.
2. Draw a map of Colorado locating the principal mountains and water courses.
3. What has made New York the largest city in America?
4. Locate and describe Gibraltar. To whom does it belong?
5. Name the States bordering on the Gulf of Mexico.
6. Name and locate ten of the largest cities on the Great Lakes.
7. Locate and describe Hong Kong. By whom is it held?
8. Name the South American States on the Pacific coast.
9. What territory was last added to the United States? State the circumstances.
10. What led to the war between China and Japan?

ANSWERS.

1. A volcano is a mountain from which escape melted lava, cinders, smoke and ashes.
3. Its location favorable for commerce.
4. Gibraltar is the southern point of Spain and belongs to Great Britain.
5. Texas, Louisiana, Mississippi, Alabama, Florida.
6. Chicago, in northern part of Illinois, on Lake Michigan; Milwaukee, eastern part of Wisconsin, on Lake Michigan; Duluth, northeastern part of Minnesota, on Lake Superior; Detroit, eastern part of Michigan, on Lake Erie; Toledo, Cleveland and Sandusky, northern part of Ohio, on Lake Erie; Erie, in northern part of Pennsylvania, on Lake Erie; Buffalo, western part of New York, on Lake Erie; Oswego, north of the western part of New York, on Lake Ontario.
7. Hong Kong is on an island south-east of China, and belongs to Great Britain.
8. United States of Colombia, Ecuador, Peru, Bolivia, Chili.
9. Utah. By the usual method the final signature of the President being affixed in 1896.
10. A dispute over the government of the peninsula of Corea.—Rocky Mountain Educator.



ABOUT CHILDREN.

Long live the children. May the study of their deeds and needs be productive of happiness and usefulness, making the world better.

A little child fresh from the hands of God merits our best love and attention for its right development into a thinking, loving, trusting, law abiding mortal.

Tread softly, you who deal with little ones, for you entertain angels unaware.

What a responsibility—what a privilege is the impressionable soul of a little child in our keeping.

One needs the wisdom of Solomon, the patience of Job, and the love of God to rightly guide a little child.

Let no one offend one of these little ones, for "it were better for him that a millstone were hanged about his neck and that he were drowned in the depths of the sea."

A child is not a toy to please, a servant to do our bidding, nor a necessary evil, but an immortal soul, to be influenced for good or evil.

I would rather be a friend of children than to be called great among men.

Children have rights. How often they are infringed upon by their elders!

A friendly visit to the child's home will give more insight into the child's life than months of school room study.

It is quite necessary that we shall, as educators, never forget that the humblest child—nay, the most depraved child—has within him the possibility of the highest angelic being.—W. T. Harris.

A child is hardened by public rebuke. If we would help him to grow in sensitiveness to our approval and disapproval, let us privately rebuke his errors, remembering Rousseau's admonition:

"You will indeed make a mere animal of him by this method if you are continually directing him and saying, 'Go, come, stay, do this; stop doing that!' If your head is always to guide his arm his own head will be of little use to him."—Selected.

Froebel calls children the "seed corn of the future." But why? What does the husbandman see in the little corn seed, that we should see in children? Simply, the past and the future. In the little kernel of corn is stored the result of the old corn fields and the possibilities of the new; and the farmer to rightly care for his seed must understand that from which it sprang and that which it may become. Few words are necessary to carry this analogy into child life. The child came from the divine, there is in him the possibilities of the divine, and it is with this side of child nature that we must deal.—Selected.

Children in their joyous ranks
As you pace the village street,
Fill the air with smiles and thanks
If but once one babe you greet.

—John Keble.

The disciples came unto Jesus saying, "Who is greatest in the kingdom of heaven?" And Jesus called a little child unto Him and set him in the midst of them, and said, "Verily, I say unto you, except ye be converted and become as little children, ye cannot enter into the kingdom of heaven. Whosoever therefore shall humble himself as this little child, the same is greatest in the kingdom of heaven."

We have but lately awakened to the fact that a little child is the greatest among us, though nineteen centuries ago the Savior of the world declared it to be true.

"He is childhood's first friend who came into the world as a child to win the love and lead the lives of childhood."

While we study the little ones nearest and dearest to us let us not forget the neglected orphans and those worse than motherless. Cossette and little Gavroche in "Les Miserables" are examples of forlorn, ill-treated little ones. Our hearts go out to them in tenderest pity, and we ask ourselves if it can be true that in this fair world there are such depths of childhood misery. Alas, it is but too true and, while there are those who are about the Father's business, caring for the friendless and finding homes for the homeless, there is yet work to be done.

When will the whole world awaken to the fact that upon the children depends the future of its people?

"Some children are like human scrawl books, blotted all over with the sins and mistakes of their ancestors."

Because of one dear childish head,
With golden hair,
To me all little heads
A halo wear;
And for one saintly face I knew,
All babes are fair.

—School Education.

SOME SOLUTIONS.

Things that make teachers unhappy. Selected from examination questions, solved by request of many teachers.

(1) Two horses were sold for \$216, on the first 25 per cent was gained, on the second 25 per cent was lost. Now if two-thirds of the cost of the first horse equal three-fourths of the cost of the second, what was the gain?

Solution:

$$\frac{3}{4} = 2.3$$

$$\frac{1}{4} = 2.9$$

$$4-4=8.9$$

9-9=100 per cent; 8-9=88.9 per cent
—Comparative values of the horse.

100 per cent \times 5-4=125 per cent, the selling price of the first.

88.9 per cent \times $\frac{3}{4}$ =66.23 per cent, the selling price of the second.

125 per cent + 66.23 per cent=191.23 per cent, the selling price of both.

$$191.23 \text{ per cent} = \$210.$$

$$1 \text{ per cent} = \$1.0956.$$

100 per cent = \$109.56 cost price of the first.

88.9 per cent = \$97.39 cost price of second.

$$\$109.56 + \$97.39 = \$206.95.$$

$$\$210 - \$206.95 = \$3.05 \text{ gain.}$$

2. Three men, A, B and C mow a circular meadow containing nine acres. A receives \$3, B, \$4, and C, \$5, each for his work. Required the width each man must mow.

Solution:

They receive \$12 for mowing 9 acres or \$1.33 per acre.

$$\$3 \div \$1.33 = 2\frac{1}{4} \text{ acres A mows.}$$

$$\$4 \div \$1.33 = 3 \text{ acres B mows.}$$

$$\$5 \div \$1.33 = 3\frac{3}{4} \text{ acres C mows.}$$

$$9 \text{ acres} = 1,440 \text{ square rods.}$$

The square root of $1,440 \div 3.1416 = 21.41$ radius, nearly exact.

Apply principles of surfaces.

$9 : 3\frac{3}{4} :: (21.41 \text{ squared}) : ?$ Give radius 18.54 nearly.

$21.41 - 18.54 = 2.87$ rods width A mows.

$9 : 3\frac{3}{4} :: (21.41 \text{ squared})$ give a radius 13.82, width C mows.

$18.54 - 13.82 = 4.72$ width of what B mows.

This may be solved by finding the radius of the circle after deducting the acres each of the first two mow separately and subtracting as above.—W. S. P. in West Virginia School Journal.



MY DOGGIE "JIP."

(A poem by a nine-year-old boy. To be spoken by a very little boy.)

Four little feet,
Twenty little toes,
A dear little mouth,
Under a cold black nose;
Two brown eyes,
That never miss the cats,
Two silky ears,
That listen for the rats;
A glossy little neck,
Under a collar bright;
A little yellow tail,
That is wagging day and night;
A row of pearly teeth,
That never bite nor nip—
Oh, such a cunning fellow
Is my doggie Jip!

—St. Nicholas for October.

AUTUMN SONG.

By Mrs. Victoria Alexandra Stone.

I see the brave old Autumn
In kingly glory stand
While the splendid shiver of her blood
Goes thrilling through the land.
The sunset tips with splendor
The hill's remotest ridge;
While the horse's feet like thunder
sound
Upon the river bridge.

I watch thee, brave old autumn
And strange thoughts come to me,
Of sunny lands and brighter skies
Afar beyond the sea.
I see the vineclad hills of France
Where the rich grapes fall like rain,
The splendor of Italia's shire,
And the sunny hills of Spain.

God bless thee, brave old autumn!
Where'er thy feet have trod,
The path is bright, as though a path
Swept down from the hills of God.
Then while the beating of her heart
Through nature throbs and thrills
She leaves her steps in red and gold
Afar upon the hills.

Spring waves sweet scented banners
Over the singing plain,

While summer sighs with burning
breath
Above the ripening grain.
And winter shakes her snowy plumes
Till their feathers rise and fall,
But the grand old autumn where she
stands
Is the bravest of them all.
—Woman's Voice.

THE LIGHT-HOUSE LAMP.

The winds came howling down from
the north,
Like a hungry wolf for prey,
And the bitter sleet went hurling
forth
In the sinking face of the day.
And the snowflakes drifted near and
far,
Till the land was whitely fleeced,
And the light-house lamp, a golden
star,
Flamed over the wave's white yeast.

In the room at the foot of the light-
house
Lay mother and babe asleep,
And little maid Gretchen was by them
there,
A resolute watch to keep.

There were only the three on the light-
house isle,
For father had trimmed the lamp,
And set it burning weary while
In the morning's dusk and damp.
"Long before night I'll be back," he
said,
And his white sail slipped away;
Away and away to the mainland sped,
But it came not home that day.

The mother stirred on her pillow's
space,
And moaned in pain and fear,
Then looked in her little daughter's
face
Through the blur of starting tear.
"Darling," she whispered, "it's pierc-
ing cold,"
And the tempest is rough and wild;
And you are no laddie strong and bold,
My poor little maiden-child.

"But up aloft there's the lamp to feed,
Or its flame will die in the dark,
And the sailor lose in his utmost need
The light of our islet's ark."

"I'll go," said Gretchen, "a step at a
time;
Why, mother, I'm twelve years old,
And steady, and never afraid to climb,
And I've learned to do as I'm told."

Then Gretchen up to the top of the
tower,
Up the icy, smooth-worn stair,
Went slowly and surely that very hour,
The sleet in her eyes and hair.
She fed the lamp, and she trimmed it
well,
And its clear light glowed afar,
To warn of reefs, and of rocks to tell,
The mariner's guiding star.

And once again when the world awoke
In the dawn of a bright new day,
There was joy in the hearts of the fish-
er folks
Along the stormy bay.

When the little boats came sailing in
All safe and sound to the land,
To the haven the light had helped them
win,
By the aid of a child's brave hand.
—Margaret E. Sangster, in *Harpers' Bazaar*.

LITTLE NUT PEOPLE.

Old Mistress Chestnut once lived in a
burr
Padded and lined with the softest of
fur.
Jack Frost split it wide with his keen
silver knife,
And tumbled her out at the risk of
her life.

Here is Don Almond, a grandee from
Spain,
Some raisins from Malaga came in his
train.
He has a twin brother a shade or two
leaner,
When both come together, we shout,
"Philopena!"

Little Miss Peanut from North Caro-
lina,
She's not 'ristocratic, but no nut is
finer,
Sometimes she is roasted and burnt to
a cinder,
In Georgia they call her Miss Goober,
or Pinder.

Little Miss Hazlenut in her best bon-
net
Is lovely enough to be put in a sonnet;
And young Mr. Filbert has journeyed
from Kent,
To ask her to marry him soon after
Lent.

This is old Hickory; look at him well,
A general was named for him, so I've
heard tell.

Take care how you hit him. He sometimes hits back!
This stolid old chap is a hard nut to crack.

Old Mr. Butternut, just from Brazil,
Is rugged and rough as the side of a hill;
But like many a countenance quite as ill-favored,
He covers a kernel deliciously flavored.

Here is a Southerner, graceful and slim,
In flavor no nut is quite equal to him.
Ha, Monsieur Pecan, you know what it means
To be served with black coffee in French New Orleans.

Dear little Chinkapin, modest and neat,
Isn't she cunning and isn't she sweet?
Her skin is as smooth as a little boy's chin,
And the squirrels all chatter of Miss Chinkapin.

And now, my dear children, I'm sure I have told
All the queer rhymes that a nutshell can hold. —Pearl Rivers.

•••••
“PAPA, BE TRUE TO ME.”

Senator Henry J. Coggeshall is a poet. He says, however, that he has only written one poem.

“To tell you the truth,” said the Senator yesterday at the Fifth Avenue Hotel, “that poem you have heard about was really inspired. One of my Senatorial colleagues gave a dinner and I was one of the guests.”

“Were you fined a poem for drinking seltzer?” asked the reporter.

“No,” replied Senator Coggsall, “I refused to drink anything intoxicating and my colleagues began to jibe me. I thought of a promise I had made to my little daughter. Her last words to me when I left home for Albany being:

“Papa, be true to me.”

“I gave the poem that title. It is as follows:

“What makes me refuse a social glass? Well, I'll tell you the reason why;
Because a bonnie, blue eyed lass is ever standing by,
And I hear her, boys, above the noise of the jest and the merry glee,
As with baby grace she kisses my face and says,
“Papa, be true to me.”

No. 9.

THOMAS MOORE.

A. BEIRLY.



1. Those ev'ning bells, those ev'ning bells, How many a tale their mu-sic tells
2. Those joy-ous hours are passed a-way, And many a heart that then was gay
3. And so 'twill be when I am gone, That tune-ful peal will still ring on;



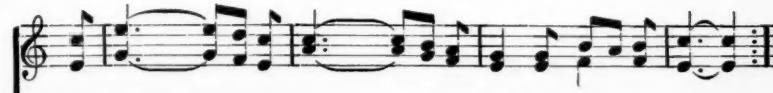
Of youth and home, and that sweet time, When last I heard their soothing chime.
With-in the tomb now dark-ly dwells, And hears no more those ev'ning bells.
While other bards shall walk these dells, And sing thy praise, sweet ev'ning bells.



CHORUS.



Oh, ev - - 'ning bells,..... Dear ev - - 'ning bells,.....
Oh, ev - 'ning bells, sweet bells, Dear ev'ning bells, sweet bells,



We chant thy praise,..... Oh, chiming, chim-ing bells.
We chant thy praise, we chant thy praise,



From “Beirly's School Songs.” By permission of A. Beirly, Pub., Chicago.

“Then what can I do, to my lass be true, better than let it pass by?
I know you'll think my refusal to drink a breach of your courtesy;
For I hear her repeat in accents sweet, and her dear little form I see,
As with loving embrace she kisses my face and says,
“Papa, be true to me.”

“Let me offer a toast to the one I love most, whose dear little will I obey;

Whose influence sweet is guiding my feet over life's toilsome way;
May the sun ever shine on this lassie of mine, from sorrow may she be free;
For with baby grace she hath kissed my face, and says,
“Papa, be true to me.”

—Christian Uplook.

Teachers, your credit is good at Famous. Please remember that when you come down town to do your shopping. Special discount to teachers in the public schools.



THE STORY OF A RIVER.

Far up on the side of a mountain a little spring bubbled up through a fissure in the rock. A small basin had been hollowed out in the rock near the fissure, as though purposely to receive the clear water. You would not have supposed that so small a spring could have filled the basin so quickly. But in a short time it was full. Then the water slipped gently over the basin's brim and started down the mountain-side. Day after day the spring continued to bubble up, the basin to overflow and the stream to run down the side of the mountain, until it had cut a tiny furrow for a pathway. Here and there other streams, as small as itself, joined it, each one adding to its strength and swiftness. The water in this little stream was so clear that the flowers growing beside it could see their own bright faces mirrored there, and the pebbles over which it danced and rippled looked like jewels set in silver.

But one day a mighty storm swept over the mountain. The wind blew wildly and, oh, how it rained! The thirsty earth could not drink fast enough to take in all the water that fell. The clear little stream was swollen to a muddy torrent. It dashed madly along its course, gathering up the soil and stones over which it had danced so merrily. It carried them along with a roar that could be heard far above the sound of the wind in the tree-tops.

The storm passed away, but the stream still flowed on. Not so angrily as during the storm, but still with a power that it had never known before. Instead of a narrow furrow, it now flowed through a channel with steep and jagged sides. Here and there long roots of grass and trees from which the soil had been washed by the torrent swept the sides of the channel. On and on the stream flowed, now, and then becoming reinforced by other streams, until, when it reached the plain that lay at the foot of the mountain, it spread out into a broad, beautiful river.

This river was not only beautiful,

but it was strong. It gathered up the rocks that lay in its course and carried them with it just to show what it could do. And it laughed and sang for joy as it cut down hillsides and fell over rocky ledges. It crept shyly up under the ledges until their strength was stolen from them and they, too, were borne away.

But at one place it met an obstacle that even its strength could not remove. Work as it would, the great rock that lay before it stood firm. Then the river spread its waters out farther and farther until a clear blue lake filled all the valley through which it flowed. But the river was not to be overcome. It slowly but steadily filled the basin that held the lake, creeping up the embankment that hemmed it in, until at last it was able to leap over it. Then it continued on its way, clearer and purer for having stopped in its course long enough to form the beautiful lake.

During seasons of heavy rains or melting snows, its waters would become dark and angry. Its channel could not hold it. It would spread out over the plain in a boundless, seething flood. In its fury it would gather up the rocks and soil, bearing them far from their former resting places. All along the way it would scatter them, only to take up fresh burdens as these were laid down.

At other times the placid river flowed along its course, excepting where the roughness of the surface over which it flowed caused falls or rapids. When these were passed, however, it soon became quiet and serene as it pursued its journey to the far distant sea. There it rushed boldly into the surging waves, and its pure waters were lost forever.

And so the years rolled by, more in number than we may know. Still the river flows on. But a change has come over it. Away up on the mountain, where the little stream once flowed, a deep gorge has been cut, in the depths of which a strong torrent rolls over a rocky bed. Each stream that had once joined its waters with this one also now flows through a deep gorge.

As great a change has taken place at the foot of the mountain. The broad plain has been buried deep under a rich alluvial soil. This soil has, in turn, been carved into a wide valley with sloping hills on either side. Through this valley the river flows. But its course is not the straight forward, impetuous one it once was. It

winds about, first creeping close to one sloping hillside, then taking its leisurely way across the valley to caress the feet of the opposite hills as it passes by. If a rock or mound of earth lies in its way, it does not gather it up with resistless force, as it once would have done. It quickly slips away to one side, leaving in passing any stones or soil that may have been drifting with its current. It does not dance and sing on its way as it did in its youth.

With slow but steady purpose it moves majestically onward toward the sea. It does not rush into the salt water so joyously as of old. As though to keep its freshness to itself as long as possible it has carried sand and clay from all along its course and with them built a delta that reaches far out into the sea. Over this delta the river makes its way, but not in the unbroken flood of former days. It is through many channels that it now creeps silently to its journey's end.

The river has done a great work. It has divided mountains. It has removed hills. It has built up broad, rich plains. It is working still. Up in the mountain it keeps its youthful vigor, but on the plain it is no longer in a hurry. It has learned that through all the ages there is time enough for a river to do its work, and to do it well.

C. C. N. S. ENVELOPE.

RAINY DAY RECESSES.

"An Adjective Letter" Party.—"An adjective letter" will give much amusement to a party of young people. The framework is a letter to be written by one of the number describing some recent event or familiar occurrence, possibly the entertainment in progress. As many names are introduced as is possible and each is preceded by a blank to be filled with an adjective from each member of the circle in turn to fill the space. These are, of course, ludicrously inappropriate, and when the whole is read aloud it calls forth pearls of merriment.

"Head, Body and Legs."—Get a slip of blank paper about two inches wide and four inches long, say. Let the first player draw at the top of the slip a head, using only the upper third of the paper. This head may be that of any imaginable or unimaginable creature. If it's something mongrel and absurd, it's all the funnier. The first player then folds the paper over so as to cover up what he has drawn but

leaving the neck extending just below the fold. He then passes the slip on to the next player, who, in turn, draws a body on the middle third of the paper, joining it to the neck and then folding the paper just so as to leave enough of the body showing to indicate where the legs should join on. A third player then adds legs and feet to the being, to suit his fancy. It will add to the fun to have a fourth player name the portrait.

Finally the paper is unfolded. To say the least, the company will be surprised at the queer composite. It may be that the head and the legs will disagree over the direction the creature is supposed to be fronting. Oftentimes one of the members will be so out of proportion with the rest as to make the whole effect very ludicrous. The best way to see the possibilities of the game is to try it. You needn't be an artist to make a success of it, since the most awkward hand will frequently produce the most laughable results. The combinations may not always be so comical, but out of half a dozen trials there are sure to be several roaring successes.

When there is quite a company assembled each may be given a piece of paper and a pencil; each draw a head; fold the paper; pass to the next; then each draw a body; fold; pass; then each draw legs; fold; pass, and the next name it. In this way all those present will be occupied in the sport and the larger variety of portraits will increase the entertainment.

LESSONS ON PLANTS.

By Principal John Goff, Collegiate Institute, Jackson, Ky.

1. In what country do people build their houses in trees?
2. What do you know of the Banyan tree?
3. What English prince hid among the thick boughs of a tree to escape from his enemies?
4. Name the parts of a plant. Flower.
5. Name some evergreens. Some deciduous plants.
6. Name all the different kinds of trees native to this latitude.
7. Name five countries which produce coffee. Rice.
8. What was done with the first eight bales of cotton shipped from this country to the old world?
9. Name some inventors of agricultural implements.

10. What is agriculture? Horticulture? Floriculture?
11. Name ten different kinds of vines.
12. What is meant by grafting trees? Budding trees? Transplanting trees?
13. Why are all trees round?
14. Name some trees which grow best on hills and some which grow best in valleys.
15. What are the only three animals that will chew the tobacco plants?
16. Name four poisonous plants.
17. What plant is the emblem of lowliness? Purity? Jealousy? Inconstancy? Victory?
18. Name ten hothouse plants.
19. Name some weeds which are great pests to farmers.
20. What insect is said to make the production of red clover seed possible?
21. What peculiarity about Australian trees?
22. What is "the tree of life?"
23. What president was called "Old Hickory?" "Young Hickory?"
24. What would be the effect on animal life if all vegetation were removed from the earth?
25. What is a vegetable? A cereal? A shrub? A climber? An air plant?
26. What name for a little tree? Plant? Vine?
27. What constitutes the blood of a plant?
28. What gives the color to growing plants?
29. What plants grow in the highest latitude North?
30. What was the "War of the Roses?"
31. What line of English kings used the broomcorn plant as a badge?
32. In what presidential campaign were hickory poles used as political emblems? Polk weeds?
33. What is the "Sacred tree of India?"
34. What South American plant has the largest bloom of any known plant?
35. What plant is sometimes accredited with the power of locomotion?
36. Name twenty plants which are native to your locality.
37. Name some plants which bloom at night. In the morning.
38. What is a century plant?
39. Describe five different kinds of leaves.
40. Name some plants which must be watered frequently, and some which are capable of withstanding drought to a greater extent.
41. What country is called "The granary of the old world?" "The granary of Europe?"
42. What part of Kentucky is called the "blue grass?" "Penny rile?" "Peavine?" "Asparagus bed?"
43. What part did green twigs and carved wood play in the discovery of the new world?
44. What distinguished person's life was saved by a basket of bulrushes?
45. Name some herbivorous animals.
46. In what part of the world do people subsist mostly on fruits?
47. How did some trees once cause the city of Athens to be rebuilt?
48. What famous temple of Greece had a stairway constructed from a single grapevine?
49. Mention some poems which eulogize plants of different kinds.
50. Give the history of Arbor Day.—Southern School.

EUROPEAN RULERS AND THEIR SALARIES.

Francis Joseph I., Emperor of Austria and King of Hungaria (Austria-Hungaria), salary \$3,875,000. Otho, King of Bavaria, salary \$1,412,000. Leopold II., King of Belgium, salary \$660,000. Christian IX., King of Denmark, salary \$227,775; and the Crown Prince, \$33,330. William II., Emperor of Germany and King of Prussia, salary, \$3,852,770. George I., King of Greece, \$260,000. Humbert I., King of Italy, salary \$2,858,000. Nicholas II., Czar of Russia, has a private estate of 1,000,000 square miles of cultivated land and forests, besides gold and other mines in Siberia. The annual income has been estimated at about \$12,000,000. Alphonso XIII., King of Spain, salary, \$1,400,000, besides \$600,000 for family. Oscar II., King of Sweden and Norway, salary \$575,525.

E. E. Miles, the pocket dictionary man, is making a special offer in this number. See his ad and investigate.

Teachers in the public schools, vacation days are over, and hard work begins once more in earnest. Probably lots of things you need. Please remember that your credit is good at Famous, corner Broadway and Morgan. No matter in which one of our many departments you may purchase, you are entitled to a special discount, and if you wish we will open an account with you. See daily papers for big bargains at Famous, corner Broadway and Morgan.

FOR THE LITERATURE CLASS.

By Clara A. Coates, Collinsville, Ill.

Are you acquainted with these people?

- 1) Patient Griselda?
- 2) Greatheart?
- 3) The "wisest fool in Europe?"
- 4) The most ambitious character in "Paradise Lost?"
- 5) The man who was always "waiting for something to turn up?"
- 6) The fellow who "put in his best licks," whose mother's advice was, "Git a plenty while you're a gittin'?"
- 7) The Old Man of the Sea?
- 8) The person whose favored expression was, "Well, I'll be jiggered?"
- 9) The governor who was "thicker than he was long?"
- 10) The "very 'umble" personage?
- 11) Hester Prim?
- 12) The "man without a country?"
- 13) King Midas?
- 14) The Dumb Ox?
- 15) The homeless author of "Home, Sweet Home?"
- 16) "The American Keats?"
- 17) "Jean Ingelow, of America?"
- 18) "Light-horse Harry?"
- 19) The noted American who said, "Go West, young man?"
- 20) The Spiritual Leader of the Pilgrims?
- 21) The "Wizard of Menlo Park?"
- 22) The "Plumed Knight?"
- 23) Adam Bede?
- 24) The man who wore "a new hat, an old jerkin, and a pair of breeches thrice turned?"
- 25) The author who wielded pen and fishing rod with equal love and skill?
- 26) The old, old traveler who wrote, in days of yore, Of wondrous Orient countries he had journeyed o'er, And of the Great Khan's court, that seems More strange and gorgeous than our dreams?
- 27) Sir Launfal?
- 28) Priscilla?
- 29) The Prisoner of Chillon?
- 30) The poet who wrote his masterpiece at the age of eighteen?
- 31) The author of the famous "Boston Hymn?"
- 32) The great American historian who was almost blind?
- 33) The "Autocrat of the Breakfast Table?"
- 34) Romona?
- 35) Silas Lapham?
- 36) Tom Sawyer?

37) The "poet of the hearth and home?"

38) The first New England poetess?

39) The author of "The Star Spangled Banner?"

40) He who said that the farmers at Concord "fired the shot heard round the world?"

KEY.

- 1) "Canterbury Tales"—Chaucer.
- 2) "The Pilgrim's Progress"—Bunyan.
- 3) James I. of England.
- 4) Satan.
- 5) Wilkins Micawber in "David Copperfield"—Dickens.
- 6) Bud Means in "Hoosier Schoolmaster," by Eggleston.
- 7) See "Arabian Nights."
- 8) Mr. Hobbs in "Little Lord Fauntleroy," by F. H. Burnett.
- 9) Wonter Van Twiller—Washington Irving.
- 10) Uriah Heep in "David Copperfield"—Dickens.
- 11) See "Scarlet Letter"—Hawthorne.
- 12) E. E. Hale.
- 13) See Hawthorne's "Wonder Book."
- 14) Thomas Aquinas.
- 15) John Howard Payne.
- 16) J. Rodman Drake.
- 17) Alice Cary.
- 18) Henry Lee.
- 19) Horace Greeley.
- 20) Elder Wm. Brewster.
- 21) Edison.
- 22) James G. Blaine.
- 23) "Adam Bede"—George Eliot.
- 24) See "Taming of the Shrew"—Shakespeare.
- 25) Izaak Walton.
- 26) Marco Polo.
- 27) See "Sir Launfal's Vision"—J. R. Lowell.
- 28) See "Miles Standish"—Longfellow.
- 29) The hero of Byron's poem of that name.
- 30) W. C. Bryant.
- 31) Emerson.
- 32) Prescott.
- 33) O. W. Holmes.
- 34) "Romona"—Helen Hunt Jackson.
- 35) "Silas Lapham."
- 36) "Tom Sawyer"—Mark Twain.
- 37) Longfellow.
- 38) Anne Bradstreet.
- 39) Francis Scott Keys.
- 40) Emerson.

—Teachers' Outlook.

LESSON IN VERTICAL WRITING.

By E. C. Mills, Rochester, N. Y.

NO. 10.

BACKHAND WRITING.

Nearly everyone when first seeing the vertical script, will exclaim, "That's backhand writing!" But after a closer examination it will be found that the downward lines are perpendicular.

REFLECTIONS.

There would be many more good writers if the student of penmanship had a good idea of the time necessary to spend in practice before he need look for results. It is a singular fact that a great many think they should learn to write an excellent business hand in just a few lessons, and of course the majority of these people do not improve as rapidly as they had imagined and consequently abandon their practice, saying they are not "natural" writers and really think there is no hope for them.

Now, my dear friend, very few of us have secured our penmanship without hard work, and thoughtful practice, and you should not be discouraged. It takes time and much study and practice to become a fine writer. A little improvement in this letter, a slight change for the better in that letter, and if you are securing an easier movement and learning to sit in a more healthful position you are doing well and have just cause to feel encouraged.

Would you expect to cover the whole ground in teaching arithmetic, or geography, or history in one or two lessons? You say it takes time to present these subjects to my classes. Then, why expect such wonderful results in penmanship in just a few lessons? Patient practice will win and those who work faithfully from this series of lessons will make substantial improvement.

INSTRUCTION.

The work in the accompanying plate is somewhat varied, and there is sufficient material mapped out for many pages of practice paper.

Notice the second part of the "U" and "Y" is a trifle shorter than the first part of the letters. You should first practice the movement exercise before beginning a new capital.

Always practice the movement exercise that has a direct bearing on the capital or small letter you wish to take up next. Find the February "Journal" and have plate 1 before you. This

PLATE 9.

U U U U Use simple forms Unit
 Y Y Y Y Yours truly. Yosemite
 D D D D Do not lose time. Dean
 L L L L Learn to write well. Lan
 S S S S Specimen of writing. S
 J J J J Time is money. Tenure
 F F F F Freedom of movement. F
 G G G G Guide the pen. Genesee
 Secure a good handwriting. Saunemin S

plate contains a variety of movement exercises. Practice on the exercises 10 and 14 before practicing on the "U" and "Y." Exercise 10 will produce the up-and-down motion, besides a slight under rolling motion of the arm. Exercise 14 gives us a good drill in making compound curves.* Use a vigorous motion of the arm and keep the fingers quiet.

On plate 1, begin by practicing on exercise 11. Make this in a perpendicular position, somewhat like the figure "S," and do not make it parallel to base line, as given in the copy. This will furnish an excellent movement drill, for the capitals "L," "S," "T," "F" and "G" as given in the plate for this month. In developing the "D" you may first practice on exercises 6 and 13 on plate 1.

*A compound curve contains both the right and left curves. The right curve is found on the right side of the oval and the left curve on the left side of the oval. The writer is not an ardent advocate of the minute analysis of the letters by the principles.

After you have become quite proficient in making the first capital, you may practice the sentence copy given in connection with that letter. Watch

the height, spacing, down lines, etc., of the small letters and do your very best work on every line. It is not quantity, but quality that we want.

SENDING SPECIMENS.

Select several of the best pages from your practice paper and send them to me as soon as convenient. I would be pleased to receive some of your work, and also any suggestions as to how we may improve our lessons will be thankfully received. Address all such specimens to E. C. MILLS,

Care Williams & Rogers, Rochester, N. Y.

Dot is five and Jack is ten,
 To know just how long it will be
 Till she's as old as brother Jack,
 Who now is twice as old as she.

—St. Nicholas.

Only one-third more than she.
 When Jack is twenty she be then
 Now Dot's puzzled—don't you see?
 She's just half as old as he;
 When she's ten, why, Jack will be
 Just three-fourths as old as he.

"Sweetness and light." That is the whole sum and substance of successful child culture. Children, like flowers, thrive best in the air and sunshine; and as for sweetness—did you ever know a really happy-tempered baby that was reared in an atmosphere of austerity?—The Home Queen.

"Mr. Insite, give the class your idea of optimist and pessimist." "Yes, sir. An optimist is a man who is happy when he's miserable, and a pessimist is a man who is miserable when he's happy."—Chicago Record.

\$100 REWARD. \$100

The readers of this paper will be pleased to learn that there is at least one dreaded disease that science has been able to cure in all its stages and that is Catarrh. Hall's Catarrh Cure is the only positive cure now known to the medical fraternity. Catarrh being a constitutional disease, requires a constitutional treatment. Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system, thereby destroying the foundation of the disease and giving the patient strength by building up the constitution and assisting nature in doing its work. The proprietors have so much faith in its curative powers, that they offer One Hundred dollars for any case that it fails to cure. Send for list of testimonials.

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PRACTICAL DRAWING.

BY W. T. PARKS, DENVER, COLO.

CYLINDER AND APPLICATIONS.

First procure a good model. Make one of pine, three or four inches in diameter and twice as long; also another whose length is less than its diameter. Very good ones may be made of fruit and meat cans by covering



smoothly with white paper. The model should be placed in all positions and studied carefully and drawn as it appears. First hold it vertically in front, or place it on a table in a vertical position, so that the eyes will be on a level with the center. It will be noticed that the upper edge curves upward, and the lower downward, and that the sides are straight. Now lower it so that the upper edge is on a level with the eyes; in this position the upper edge will appear straight, and the lower edge will seem to curve downward more than before. Now, drop it so that the upper end will be several inches below the level of the eyes. It will be noticed that the lower edge curves downward more than in either of the former positions, and the top appears as an ellipse. Drive a tack in one end and suspend by means of a string, so that the lower end will be above the eyes, and the lower end will



appear as did the top in the last position. Place in front, on a level with the eyes, one end being directly to-

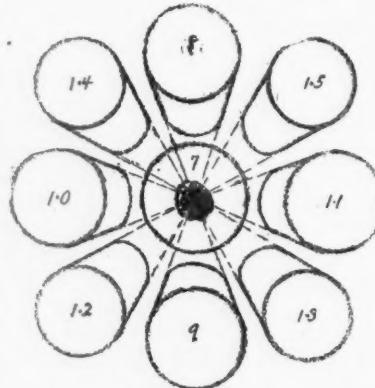
wards you, and it will appear as a circle. Drop below or raise above the eyes, keeping the end towards you, and the end will appear as an ellipse. The lower it is dropped, or the higher placed, the longer and narrower will be the ellipse. Now place it in front with the side towards you, the center being on a level with the eyes. In this position it will appear as it did in the first position described, only horizontal instead of vertical—both ends will appear to curve outward. Draw it exactly as it appears, not as you know it is. Be very careful not to draw more than is seen. After the model has been studied and drawn in various positions, draw objects, as ink wells, tin cups, hat boxes, walking sticks, waste baskets, barrels, telegraph poles, smoke stacks, —in fact, any and all things within reach that are based upon it.

In studying an object, try to see it as a whole, and so represent it. A com-

sider should be added afterward. If the object is above the eye, of course the bottom should be represented first. In fact, the near part of the object should always be drawn first. Turn the paper upside down and these drawings will represent the same objects as though they were above the eyes.

The group here shown represents several cylinders as if looking directly at the ends; seven is supposed to be hollow, directly in front of the eye, so that only the end can be seen. In the other, both ends and one side can be seen. Arrange your model in the several positions shown here, and study carefully, and don't be content with simply studying, but draw, and draw often. Very little good will be derived from study alone. Don't say you can't for you can.

TEACH TO STUDY.



mon mistake with beginners is to represent too much detail. It will help greatly to partly close the eyes and look through the lashes, as it were.

There are no lines in nature; lines in drawing represent edges, boundaries, etc. Lines representing the nearer edges should be broader than those representing the more distant ones. In drawing spherical objects, curved lines only are used. In representing the cylinder both straight and curved lines are necessary. It will prove very helpful to practice a few minutes each day on making circles, also straight lines parallel to each other. These should be made rapidly, and with a very free movement. In representing objects like the tea kettle, lard can, pear can, the top should be drawn first, the bottom next, almost parallel to the top, though curving down a little more in the center; the

pupil in the recitation is to be taught how to study the book properly. He is to be shown what his fellow pupils have got out of the words of the lesson. Each fellow pupil is an immature individual like himself. But partial views differ one from another, and only agree by luck and chance, only whole views agree with each other. The ideas of his fellow pupils are different from his own—not contradicting his own, but supplementing them. The good teacher takes pains to develop, one after another, these partial views, and complete them into whole views. All come to an agreement when the whole is before them. Disagreements exist as long as the views are partial. The pupil must paraphrase any words and sentences that he quotes from the book lest he shall hide his ignorance behind the mere words. Again, if he gives the thought entirely in his own words, there will be occasion for a discussion of the merits and demerits of the mode of expression used in the book; and this is the best possible form of the so-called "language lessons." One increases rapidly in the command of language when he is required to paraphrase, and to discover the advantages and disadvantages of the modes of expression employed by himself and others.—Wm. T. Harris.

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CORRELATING FRACTIONS.

I had a delightful visit with my friends, the more so because their children flavored everything in the home, dinners and dresses, walks and talks, with fractions. The only comment made was, "As you are a teacher, you're used to children's fads. It's fractions, now."

At dinner, seven-year-old Kitty divided her butter into thirds, placing each at equal distances around her plate's edge.

"My corn is twelfths," ventured Johnny, counting the rows on his ear. "What's the name of your ear, papa?" "Cousin Mary, it's going to be cutting-up day in school to-morrow. Wish you'd come," urged Dick.

Now if those lively children had any special day for cutting-up, it must be worth going to see, so I went.

"Wednesday is our fraction day," said the teacher, by way of introduction to the morning's work.

A small table near the desk was set with a dozen or more fruit-pictured plates and tiny fruit-knives. Around the table baskets of the rosliest apples, downiest peaches, and most coaxing plums and grapes were waiting.

"My giving class may come to the table," said the teacher. Soon chubby hands were busy, slipping from basket to plate, each child vying with the others to make his plate of mixed fruit the prettiest. Again and again some of the plates were arranged before the little artists were quite satisfied. Then they were sent to their seats for a few moments to look and long, until the teacher knew they could do fractions without her help.

"Now it is time for lunch. The pupils in their seats may close books for ten minutes, and the giving class may pass the fruit." Manila paper served for plates in passing.

Willie was asked to take from his plate two-thirds of the grape-clusters, and one-fifth of the plums and pass to Fred in his seat. Two children were asked to put their apples together, and divide them among five pupils. There were seven apples. A little thinking, and each pupil had his apple and two-fifths, although the fifths looked doubtful. After all in the seats were served, the class divided with one another. How the small jury did sit on the boy who kept the juiciest plum or the biggest third for himself.

"Do you know anyone you could

make happy with these nice grapes that are left?" Yes, they all knew.

A three-minutes'-temperance lesson followed: "Why is this ripe fruit good for us?" "It makes good blood." "Will green fruit make good blood?"

Holding up an apple: "This apple says to me, 'Make me into a juicy apple-pie.' What does it say to you?" "Don't make cider of me." "And these grapes say what?" "Don't make wine of me, but keep me for jelly."

A few bright nature questions, too, about the fruit, that could not help bringing out good answers, closed the hour's delightful work-play of the children.

I had found the teacher who could sugar-coat fractions, and make her children long for them. While her methods might not work in a school of fifty, it was the way of ways in her small school.

Work done later in the day with pupils of ten or twelve years was as suggestive as the morning's work had been.

No fractions larger than twelfths were worked with. When thirds and fourths were to be added, the knife, or scissors, was first used in cutting two objects of equal size into respective thirds and fourths, then into twelfths. So perfect had been the fraction name-drill, that the cutting seemed mechanical rather than thoughtful. Two-thirds and eight-twelfths were one thought in the pupil's mind. Take out catch and cobweb examples, the weary search after common denominator, complex and compound fractions, and the senseless inverted divisor, and then fractions are play.

In introducing this class to decimals, United States money, and percentage, the denominator 100 was used. Questions like, "Seventy-five hundredths of your money is what fraction of it?" were quickly answered. "Every day I try to use the fraction dialect, but especially on Wednesdays," explained this teacher. "I say, 'Place two-fifths of your examples on the board.' Read two-thirds of the page,' 'Tell me five-sixths of the time to noon,' 'What do I mean by a fraction of time?'"

Since every teacher in these days is, or should be, a humanitarian, she may no longer speak of killing two birds with one stone, but she must correlate, or bring as many things together under the shelter of one name as possible. This teacher did it.—A. C. Scammon, in *American Teacher*.

SPELL THE SAME BOTH WAYS.

I have collected the following palindromes during the last three years and herewith present them for the curious to ponder over: Adda, Anna, bab, bib, bob, bub, civic, dad, deed, deified, devived, dewed, did, dood, ecce, eve, ewe, eye, gog, gig, gag, level, madam, Marlam, noon, non, Otto, pap, peep, pup, pip, pop, redder, refer, repaper, reviver, rotator, sees, selles, sexes, shahs, sis, siris, semes, stellets, tat, tenet, tit, toot, tot, tut, waw, and welew.—St. Louis Republic.

PERSONALS.

Prof. B. A. Sweet, late superintendent of Marshall County, Illinois, is now professor of science in Western College, Toledo, Ia.

P. W. Search has been chosen superintendent of schools in Holyoke, Mass. This is the position to which A. P. Marble was elected before he was called to be assistant superintendent in New York City.

Prof. J. E. Bryan, formerly superintendent of schools in Litchfield, Ill., now has charge of the Danville schools, succeeding Superintendent Joseph Carter, who goes to Champaign.

Superintendent J. D. Shoop, of Gibson City, goes to the superintendency of Paris, Ill., schools this year.

J. E. Wooters, formerly superintendent of the DuQuoin schools, is now superintendent of the schools at Litchfield, Ill.

Prof. J. W. Henninger, assistant State superintendent of Illinois, has been elected to the superintendency of the Jacksonville (Ill.) schools.

Charles Lester, 75 years old, who died the other day in Berea, Ky., was one of the founders of Berea College, the first institution established in the South for the co-education of the whites and blacks.

Prof. C. M. Light of the Kansas Normal College has been elected president of the Territorial Normal School, New Mexico.

CHILDREN'S CORNER.

HONEST WAYS.

My Dear Children: I was reading not long ago a story of a little boy who told a lie with his finger. How did he do it? Here is the story, and you can see for yourselves:

A little boy, for a trick, pointed his finger to the wrong road when a man asked him which way the doctor went. As a result the man missed the doctor and his little boy died because the doctor came too late to take a fishbone from his throat. At the funeral the minister said that the little boy was killed by a lie which another boy told with his finger.

Very likely the little boy with the lying finger never knew that his untruthfulness had caused the death of another child, but that is the trouble about untruthfulness; we never can tell how much harm it will do, or where the harm will end. The only safe way is the perfectly honest way. If we remember that God can see into our inmost hearts, we shall know very well whether we are being quite honest in all we say and do. Once upon a time I went to a literary society to hear some young ladies read essays and compositions, and recite pretty pieces of poetry. One of the most attractive of the young ladies came forward with a composition. I will not tell you the subject, but you can imagine how surprised and shocked I was as I listened to hear her read, word for word, an article I had read only a week before in an old newspaper! Did I speak to her about it? Of course I did, before all the rest, and tried to show them how dishonest it is to claim for one's own any writing that one has not really composed. After the meeting closed a young girl, a member of

the church, came to me and said: "Why, Mrs. Harris, I never thought such things were wrong. I write easily, and I have written ever so many compositions for the other girls, which they have read in public as their own." I wonder if any of my boys and girls have "never thought such things were wrong." Sometimes I get a letter signed by one of my little cousins. Perhaps he or she claims to be seven, or eight, or nine years old; but the beautiful handwriting, the smooth sentences, the mature expressions, tell another story about the writer of the letter. I read it over to the editor and say: "No child ever wrote that," and he shakes his head and echoes, "No, no child ever wrote that." Now, suppose I should print such a letter with the child's name signed to it; would that be honest? To send it out in the world as a child's letter? No, indeed, and I think parents cannot be too careful to teach their children not to claim not rightfully belong to them, any credit for anything that does and to be honest in all ways.

Here is another little story which I read in some paper. The writer says:

I know a young boy who is being simply ruined in his education by his mother. He is eight years old, with all the noble instincts of probity and obedience which generally characterizes a boy's nature. This tender parent has instructed him that whenever he gets on a car the appearance of the conductor to collect the fare reduces his age under five. Last week a friend of the family was displaying his interest in the child by inquiring his age. The little fellow hesitated for a moment, and then looked up at his mother. "Mamma, is he a conductor?" "No, child." "Then I am eight years old."

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Dr. E. Cornell Eston, Philadelphia, Pa., says: "I have met with the greatest and most satisfactory results in dyspepsia and general derangement of the cerebral and nervous systems, causing debility and exhaustion."

Descriptive pamphlet free on application to Rumford Chemical Works, Providence, R. I.
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For sale by all Druggists.

Is not that a sad story? Let me tell you a pleasanter one. It is a true incident, and I know the little girl of the story. She had been taken to the great Exposition at New Orleans, and entered at the children's gate at half price the first day, her older friends going on nearly half a mile farther to the gate for grown up people. The second day she was left at the same place, but the gatekeeper asked her age, and told her she was too old to go in with the children. She ran after her friends, and, heated and flushed, caught up with them just in time. "Why, Robbie," said one of the party, "why didn't you just crowd along in with the rest and save yourself all this hot walk?" Robbie drew herself up indignantly. "He asked me my age," she said, "and I'd rather run a mile than tell a lie!"

Robbie has been called home to heaven now, and do you not think she is glad she has no lies to carry with her into the presence of the righteous God? Remember always that among the seven things that "the Lord doth hate" one is "a lying tongue," and another "a false witness that speaketh lies." Who can tell me whereabouts in the Bible we can find the list of the seven things that the Lord doth hate?

COUSIN CARRIE.

POINTS OF THE COMPASS BY THE WATCH.

Few of the many persons who carry watches are aware of the fact that they are always provided with a compass with which, when the sun is shining, they can determine a north and south line. All one has to do is to point the hour hand to the sun, and south is exactly half way between the hour and the figure 12 on the watch. For example, suppose it is 9 o'clock in the morning. A line between X and XI will be due south, and from this any point of the compass may be determined. This may seem strange, but the reason is plain. While the sun is passing over 180 degrees (from east to west) the hour hand of the watch passes over 360 degrees (from 6 o'clock). Consequently the angular movement of the sun in one hour corresponds to the angular movement of the hour hand in half an hour. Hence if holding the watch horizontal we point the hour hand toward the sun, the line from the pivot of the hands to a point midway between the hour hand and 12 o'clock will point to the south. Of course the watch must be set to correct local time; if it is set to standard time the difference between local, or real, and standard time should be ascertained and allowance made therefor.

A big modern department store is almost a city in itself. Just think what you can buy at Famous, corner Broadway and Morgan—clothing, shoes, millinery, ribbons, notions, fancy goods, hosiery, underwear, corsets, gloves, hats, caps, mackintoshes, cloaks, wraps, furs, suits, wrappers. We also carry a complete stock of house furnishing goods. Our prices, as every one knows, are positively the lowest in the city. Special discounts to teachers, and we will open an account with you if you wish.

MISSOURI STATE TEACHERS' ASSOCIATION.

President W. H. Martin and Secretary J. A. Whiteford are already pushing things and arranging for a successful meeting at Sedalia this winter. They are sending out the following

CIRCULAR.

At the meeting of the State Teachers' Association, held at Perte Springs, June 23, 24 and 25, it was decided to change the time of holding the annual meetings of this organization.

The vote was almost unanimous for the change. There seemed to be great sentiment among the teachers to try a mid-winter meeting. Other States are holding their associations during the winter season with great success, and it was thought by many of the leading educators of the State that Missouri should do so.

There were a number of reasons assigned for making the change.

1. It comes at a time when teachers are not worn out with the struggles of a year's work.

2. Being held during the holidays it affords an opportunity for teachers to combine pleasure with improvement.

3. It will not interfere with summer vacation trips.

4. Most of the railroads at this time of the year give holiday rates of one fare for round trip and hence the change will reduce the usual expense.

5. More interest will be taken in the papers read and more vim and life displayed in discussing them.

The time fixed by the association for holding the meeting is December 29, 30 and 31, 1896. This, as all know, is after the usual Christmas festivities and family reunions, and at a time when teachers can enjoy such gatherings.

Sedalia has been selected as the place of holding the next meeting. Few cities in the State are more accessible. It is centrally located, has excellent railroad facilities and is able to accommodate and entertain the association. The new High School building will be an excellent place in which to hold the meeting. The splendid opera house and numerous churches of the city will be at the disposal of the teachers. Every assurance of the best of treatment and superior advantages were given the committee by the mayor of Sedalia and a body of her leading citizens.

The teachers of the Sedalia schools will do all in their power to make the meeting a pleasant one, and committees have already been appointed to arrange every detail. Some of the leading educators of the country will attend. The presence of Jas. L. Hughes, of Toronto, or Dr. Nicholas Butler, of New York, is assured.

Topics of vital interest will be discussed, and as the Legislature is to meet the week following the association, topics such as the Text Book Law, County Supervision, etc., will come up for consideration.

The teachers are, and should be, a power in school legislation. No live teacher can afford to be silent at a time when he should be heard.

The program will appear in the State educational papers as soon as completed.

The Werner School Book Co., Chicago, report the following recent adoptions: The Werner Geographies at Akron, O., Xenia, O., Marshfield, O., Augusta, Kan., Pueblo, Col., Lake Mills, Wis., Sioux City, Ia., Bancroft, Ia., Oconto, Wis., Waukesha, Wis., State Normal School, Wisconsin, Atlantic, Ia., Eagle Pass, Tex., Aitkin, Minn., Byron, Mich., Riverside, Ill., Garnett, Col., Medford, Wis., Portage, Wis., Minneapolis, Minn., Milwaukee, Wis., Duluth, Minn., Ellsworth, Wis., Brookville, Kan., South Evanston, Ill., Lockwood, O., Bowling Green, Ky., Mason, Mich., Peru, Ind., Stanbaugh, Mich., Citronelle, Ala., and as supplementary at Chicago. The Werner Primer at Breckinridge, Col., Gladstone, Mich., Marquette, Mich., Brown County, Kansas, Shawnee County, Kansas, Kansas City, Kan., Parsons, Kan., Rochester, Minn., Barnesville, O., St. Paris, O., Columbus, O., Canton, O., Akron, O., Alliance, O.

New Philadelphia, O., Iowa City, Ia., Galena, Kan., Adams County, Iowa, and Jones County, Iowa, have adopted the Ellsworth Vertical Copy Books, and Cambridge, O., the Ellsworth Slanting Copy Books. The new Normal Readers are adopted at Detroit, Minn., Buck Township, Hardin County, Ohio, Elmore County, Alabama, Jasper County, Iowa, Harlan, Ia., and Harrison County, Iowa.



PRACTICAL RHETORIC. By John Duncan Quackenbos, A. M., M. D., Emeritus Professor of Rhetoric in Columbia University, New York, Cincinnati, and Chicago. American Book Company, 1896, pp. 477.

A glance at the general plan of this work is sufficient to produce a strong impression in its favor. It is divided into six parts as follows: Part I., outlines "The Aesthetic Basis of Rhetorical Principles." Part II., discusses "Literary Invention" from the practical point of view. Part III. constitutes nearly one-third of the entire work and presents a careful consideration of the various aspects of "Literary Styles." Part IV. is devoted to "Figurative Speech." Part V. describes the characteristic "Functions and Technic of Standard Prose Forms," while Part VI. does the same service with reference to "Poetry and the Principles of Versification—Poetical Forms."

Altogether this is not only a valuable reference book for the individual student, but an excellent hand-book for the class-room.

NEW PRACTICAL ARITHMETIC. By Henry T. Loomis, principal Spencian Commercial School, Cleveland, O., and Harry C. Ditmer, teacher of mathematics, Spencian Commercial School, Cleveland, O. The Practical Text Book Co., publishers, Cleveland, O. 320 pages, 6x8. Price, \$1.25.

This book, just published this year, combines the mental and written arithmetic and is an exceedingly clear and practical presentation of the subject. The definitions are short and simple, and the methods of operation clearly explained.

There is an abundance of problems under every subject. A great many practical short methods used in banks and business houses are given. It is a valuable text book.

THE EVOLUTION OF AN EMPIRE; A Brief Historical Sketch of the United States. By Mary Platt Parmele, author of "France," "Ger-

many," "England," etc. William Beverly Harrison, New York.

The history of the United States ought to be known in its grand, simple lines by every child in the land. Much of the study of history has been pursued in too much of a piece meal manner, and then we often wonder that it is so hard to remember. In this work Mrs. Parmele has given in a charming manner, and with all the captivation of an interesting novel, a clear view of the march of events in the evolution of our country.

Boys and girls who have never liked the study of history will be delighted with this book.

LEGENDS OF THE MIDDLE AGES.

By H. A. Guerber, author of "Myths of Greece and Rome," "Myths of Northern Lands," etc. Cloth, 12 mo, 340 pages. Illustrated. Price, \$1.50. American Book Company, New York, Cincinnati, and Chicago.

The Legends of the Middle Ages are only surpassed in wealth and variety of imagination by the classical myths and writings of the palmy days of Greece and Rome. They form the principal subjects of Mediaeval literature, and their influence is apparent at every subsequent period in the history of art and literature. Such was the favor which they enjoyed with our ancestors that among the first books printed for general circulation in Europe were those of the legendary style of composition. Since then they have been repeated in prose and poetry with endless variations and have furnished an inexhaustible source of inspiration for poets, painters and sculptors.

Running through the literature of our own day, there are many allusions and references which cannot be understood or appreciated without a knowledge of the legends and folk-lore of this period. It is the aim of this volume to bring these within the reach of all and to describe them so they may readily be understood. The work, therefore, furnishes the student with an interesting outline of some of the beautiful epics and romances that have come down to us from those far-off years, among them the Nibelungenlied with its strong characters, Titurel and The Holy Grail, The Round Table, The Story of Frithiof, The Cid, etc.

The illustrations in this, as in the

other volumes of the series, are a most attractive feature. They include twenty-four full page plates in half-tone, original or selected from the best masters and drawn by artists of the highest repute. Altogether, the work is a useful manual for schools, a valuable reference book for libraries, and a literary treasure for general readers.

PRIMARY LESSONS IN HUMAN PHYSIOLOGY AND HYGIENE FOR SCHOOLS. By Winfred E. Baldwin, M. D., author of "Essential Lessons in Human Physiology," etc. Werner School Book Co., New York, Chicago, Boston.

This book is intended for the use of children who are just beginning to learn something about the care of their bodies and the laws of health. Such facts only are presented as can be readily comprehended by children. We are glad to note that the many repulsive anatomical pictures which are usually found in books of this kind, have been omitted from this. The effect of alcohol and tobacco in weakening the bodily powers and diminishing one's chances for success and long life are explained in a simple, and yet forceful manner.

MANUAL OF GEOGRAPHY OF THE STATE OF MISSOURI. By Arno L. Roach, Verdella, Mo.

The importance of a thorough knowledge of home geography can not be too strongly stated. Every child in Missouri should be thoroughly drilled in the geography of this grand old State. Prof. Roach is a practical teacher and his Geographical Outlines of the State are carefully prepared, systematically arranged and thoroughly practical.

The price is so low—only 20 cents—no teacher in Missouri can afford to be without it.

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Messrs. Leach, Shewell and Sanborn, Boston, New York and Chicago, have issued under the general title: Graduate Courses, a volume of 152 pages, bound in flexible cloth. It presents advanced courses of instruction offered by twenty-four colleges and Universities of the United States, with valuable additional information for the year 1896-97. The book is issued under the editorship of C. A. Dunaway, of Harvard, with twenty-four assistants.

Every student contemplating a post graduate course ought to consult this volume, which contains information of an extent and accuracy not otherwise attainable, at least within such compass. This is the fourth annual issue.

Every article in the October Scribner's, except Barrie's serial, will be by an American author, and the subjects are strongly American and of timely interest and importance, such as "The Government of Greater New York," "The Expenditure of Rich Americans," "The New York Working-girl," "The Sculpture of Olin Warner," "The American Lighthouse System," etc.

Bide Your Time.

Montan says to Wilhelm Meister: "Practice till you are an able violinist and be assured that the director will have pleasure in assigning you a place in the orchestra." This is good advice to all, particularly to those who are more impatient to fill some exalted position than they are to fit themselves for it. They spend their time dreaming and scheming for place instead of improving and perfecting themselves in their art. They seem ignorant of the fact that the world will not be slow in finding them as their skill and worth appear. The gold in the mountains nor the pearls in the sea are not more eagerly sought than are the men and women whose attainments fit them best to serve it.

Fair Tourist (reading inscription): "Jean Francois Millet, 1814-74." Oh, fancy, dear! It took him sixty years to do; and it doesn't look more than a mere sketch, does it?"—London Judy.

QUESTIONS IN PHYSICS.

The following questions in Physics are considered suitable for candidates for the Primary examination. They are wholly of a mathematical nature, and presuppose the discussion by the teacher of the various principles involved. These questions will be inserted from time to time, at the request of a number of teachers who are taking up this work. The editor of this department will be glad to receive and acknowledge through publication any solutions which may be sent to him:

1. A particle moving at a speed of 40 cm. per sec. continues at this speed for 10 seconds, when its speed is retarded 4 cm. per sec. In what time from the first moment of observation will it come to rest, and what will be its total displacement? Ans., 20,600 cm.
2. A body falls from rest for four seconds; find its velocity, and the distance fallen through. $g=980$. Ans.—3,920 cm. per sec. and 7,840 cm.
3. In what time will a body falling from rest traverse, 1,080 feet? Ans., 8.21 sec.
4. How far will a particle falling vertically go in the eighth second of its flight? $g=32$. Ans., 240 feet.
5. A ball is shot vertically upwards with a velocity of 2,016 feet per sec. How long can it ascend, and to what height? Ans., 63 sec., 63,504 feet.
6. In what time will a body moving with an acceleration of 25 feet per second acquire a velocity of 1,000 feet per second? Ans., 40 sec.
7. What space will a body describe in 6 seconds, moving with an acceleration of 160 yards per minute? Ans., 144 feet.
8. With what velocity must a body start if its velocity be retarded 10 feet per second, and it comes to rest in 12 seconds? Ans., 120 feet.
9. In how many seconds will a body describe 1,400 feet, moving from rest with acceleration of 7 feet per second? Ans., 20 seconds.
10. Through what space will a body move in 4 seconds with an acceleration of 33.2 feet per second? Ans., 257.6 feet.
11. A body moving from rest with a uniform acceleration describes 90 feet in the fifth second of its motion; find the acceleration and velocity after 10 seconds. Ans., $f=20$; $V=200$.
12. What is the velocity of a particle which, moving with an acceleration of 20 feet per second, has traversed 1,000 feet? Ans., 200 feet per second.
13. A body is observed to move over 45 feet and 55 feet in 2 successive seconds; find the space it would describe in the twentieth second. Ans., 195 feet.
14. With what velocity is a body moving after 4 seconds if its acceleration be 10 feet per second? Ans., 40 feet per second.
15. The velocity of a body increases every minute at the rate of 360 yards per minute. Express this acceleration, taking feet and seconds as units of space and time. Find the space described from rest in 20 seconds. Ans., 0.3 feet per second, 20 yards.
16. What velocity must a body have so that, if its velocity be retarded 10 feet per second, it may move over 45 feet? Ans., 30 feet.
17. What velocity will be gained by a particle that moves for 5 seconds with an acceleration of 12 feet per second? Ans., 60 feet.
18. A point has displacements of 9 feet, 10 feet, 11 feet, and 12 feet in 4 consecutive seconds; find its average velocity for the 4 seconds. Ans., 10 $\frac{1}{2}$ feet per second.
19. Find the average velocity of the point in question 22 (1) for the first 3 seconds, (2) for the last three seconds. Ans., (1) 10 velos., (2) 11 velos.
20. A point has displacements of 20 yards, 24 yards, 28 yards, 32 yards, and 36 yards, in 5 consecutive seconds; show that the average velocities for the 5 seconds, for the three middle seconds, and for the one middle second are all equal.—Exchange.

An inventor has conceived the worthy idea of a magnetized tack hammer. This will lift a tack from a box by the head, and it is only necessary to give a gentle tap to fix the nail in the wall or floor, or wherever it is intended to go. It can then be securely hammered in without the fingers coming in contact with the nail or the hammer in contact with the fingers.

"Papa," said a little boy to his father, "are not sailors very small men?" "No, my dear. What gave you such an idea? Some sailors are very large, powerful men. What makes you think they are small?" "Because," said the little fellow, "I read the other day of a sailor going to sleep on his watch."

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BOOKS.

Teachers buy books. Yes, the agents know the above to be a fact, and many times the teacher has to listen to the musical rhythm of a smooth-flowing song from the oily-tongued agent, who always has just the latest and the best and the one thing needful.

We are not going to sing you a song, thus appropriating your ears to our service, but we ask you to use your eyes. Look over this journal carefully. You will see notices of quite a number of useful books. Read the descriptions carefully, look into the needs of your library, examine the condition of your finances, and then take a good man's advice, viz., "Do what you think will be best for your home, your school, and your country."

In enrolling our large list of new subscribers, it sometimes happens that we get an old subscriber enrolled as a new one, and thus he gets two journals. If any one should receive two copies of this number, please hand the extra copy to some teacher, and send us a postal card stating the fact.

Our agent in Morgan and Marion Counties, Missouri, reports that he lost the list of subscribers' names. We are waiting for those who subscribed there to write us and then they will be properly enrolled.

SAMPLE COPIES.

We are sending out a great many sample copies this month. Our half rate offer is good until November 1. All subscriptions or renewals received up to that time will be taken at the 50-cent rate. To those who are not acquainted with the Journal we say—examine it carefully, look over the various departments, see if you do not want these helpful suggestions and this inspiration every month.

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AGENTS' DICTIONARY.

Many of our agents sent in splendid lists of subscribers—in two or three cases more than three-fourths of the teachers of the county being enrolled for our journal. Prof. R. M. Scotten, of Green Ridge, Mo., obtained the largest list, and has thus secured the valuable premium, a complete set of the Encyclopaedic Dictionary. We congratulate Prof. Scotten on his success, and we know he will find the dictionary very useful in his work.

Spider Farming.

According to *Le Figaro* there exists "not only in the United States, the land of all eccentricity, but in Germany, in Italy, and even in France," a flourishing and remarkable industry—spider farming. "The great center is at Philadelphia, where a Frenchman, M. Grantalre, has a farm that contains 10,000 spiders of all kinds." The purpose of this curious industry is as follows: "These insects are sold for 50 francs (\$10) a hundred to certain wine merchants, more ingenious than honest, who leave them in their cellars; at the end of two or three months their bottles are covered with innumerable cobwebs, which, as we all know, is to the eyes of the un instructed, if not a seal of authenticity, at least an evident mark of age." Translated for the *Literary Digest*.

As we gaze at the beautiful stars that fill the sky in the summer night how we long to know more about them. But hitherto one not skilled in astronomy and not having the necessary apparatus (all complicated and expensive), could learn but little of the motions and place of the interesting objects there. But all these difficulties are met by the new instrument lately invented, called the planetarium. Its use requires no previous knowledge of astronomy. Any one who can learn to wind a clock and set the hands to the proper time can just as easily learn to handle the planetarium, and be able to tell you at any hour just where any planet or large star is in the sky. A professor in one of our best Western colleges, skilled in all the sciences, having one of these planetariums, and being asked by the president of the college what he thought of it, replied that it does its work thoroughly—but said, the most wonderful thing about it to him, was, that no one ever thought of it before.

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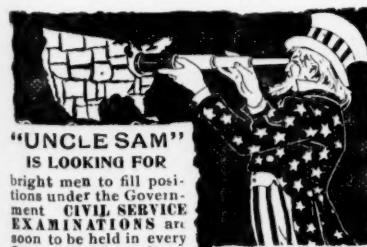
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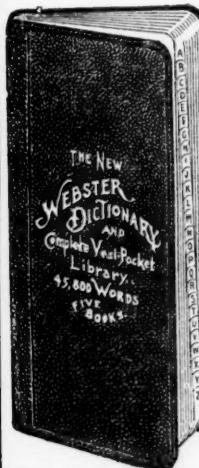


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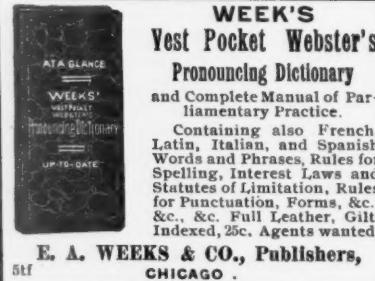
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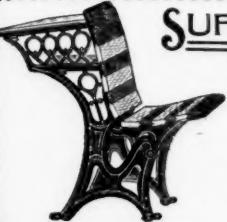
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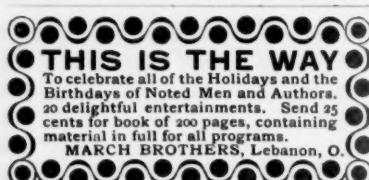
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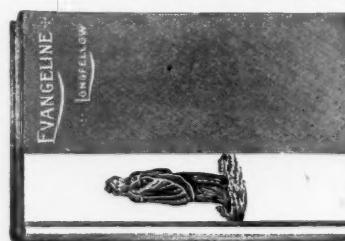
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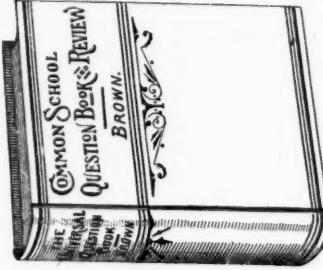
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